

Inspection report for early years provision

Unique reference number	115735
Inspection date	06/12/2010
Inspector	Justine George
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 1998, she is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two daughters aged 18 and 13 although her eldest daughter is currently studying at university. Minded children have access to all areas of the home although play mainly takes place in the through-lounge. They are downstairs toilet and wash facilities and children also use one of the bedrooms for sleeping purposes. There is an enclosed garden for outdoor play. The house is within walking distance of a railway station and local bus routes. There are schools and local amenities close by.

The childminder is a member of the National Childminding Association.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, no more than three of which may be in the early years age range. She currently cares for two two-year-olds on a flexible, part-time basis and a five, six, seven, eight and thirteen-year-old during school holidays only.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure in the childminder's home where positive relationships have developed outside the family home. The childminder has good knowledge of each child's needs; therefore care is consistent to that of family life. Children enjoy exploring the good range of toys and participate in a wide range of exciting activities. The childminder had developed professional relationships with parents and good exchange of communication takes place on a regular basis. The childminder is keen to maintain continuous improvement by keeping her knowledge up-to-date to ensure her provision reflects current practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment clearly states when it was carried out and the date of review, and that it identifies and minimises all hazards, for example, by ensuring the cosmetics in the bathroom are made inaccessible to children
- 28/01/2011

To further improve the early years provision the registered person should:

- identify and implement the different learning opportunities when providing experiences and activities for children to ensure they receive a varied programme which reflects all areas of learning
- improve the organisation of resources such as books so children can clearly see and access the range on offer

The effectiveness of leadership and management of the early years provision

All adults in the home have had the required checks carried out to ensure their suitability. Children are protected from un-vetted adults as they are supervised at all times and never left alone with others. The childminder has the required written documents in place to ensure children are cared for in line with parent's wishes and preferences. As a result, the individual needs of children are well met. She has kept her first aid training up-to-date, therefore children are suitably protected in the event of any accidents. The home is safe and secure and the required risk assessments are in place to identify and eliminate most hazards. However, it is not clear how often such assessments are carried out as they have not been dated, as required. Furthermore, not all hazards have been identified. For example, the cosmetics in the bathroom have not been made inaccessible to children, which may impact on their health. The childminder has good knowledge of child protection safeguarding issues and the correct procedures to follow in the event of any concerns. The well written child protection policy also provides a good reference tool, ensuring that vulnerable children are protected.

The childminder has developed good relationships with parents and she is well informed of each child's needs. When children first start at the setting, the childminder seeks information about routines, children's likes and preferences, family life and culture and any additional languages spoken in the home. This information ensures the needs of children are fostered, and promotes equality and diversity in the setting. Verbal communication takes place on a daily basis and contact journals are also used to ensure parents are well informed of their child's general wellbeing and progress. The childminder has devised a good range of written policies and procedures and these are shared with parents to ensure they are aware of the childminder's responsibilities in caring for children. The childminder has good understanding of the importance of working with all those involved in the care of children should they attend other settings or if they receive support from other professionals. This promotes continuity and consistency of care for children.

The childminder keeps her knowledge of child care issues up-to-date through accessing websites and childcare magazines. For example, the 'change for life' website, which has had a positive impact for children, ensuring their health is well promoted. The childminder seeks the views of service users to improve her practice. Recent feedback brought positive changes for children as the garden area was re-organised, thus giving children more space to explore and a vegetable patch to maintain.

The quality and standards of the early years provision and outcomes for children

Children feel safe, secure and show a strong sense of belonging. They relate to the childminder well, seeking support and gathering on the sofa to enjoy stories. Children are confident in the home asking for particular toys and accessing the different areas of the home. Children are well supported in developing their good manners as the childminder provides a good role model for them to follow. Books are also used to highlight caution for children, fostering their moral development. Children look after the toys and respect the environment, helping to tidy away when they have finished activities. As a result, children develop respectful attitudes and are well behaved and polite. Children are well supported in learning about the diverse community in which they live. The toys they use promote positive images of culture and different festivals are celebrated with children. Children also visit local places of interest within the community, therefore children develop awareness of the local environment and the world beyond.

Children's health is well fostered. They enjoy fresh air and exercise using the garden, local parks and groups. As a result, children use their large motor skills, aiding physical development. They develop awareness of their bodies, accessing drinks when they are thirsty. Children use wipes to clean their hands before eating and enjoy healthy snacks. They develop their independence, choosing what they would like to eat and cutting up fruit. Children are well rested as the childminder is aware of sleep patterns and regular checks ensure their safety and comfort.

The childminder interacts well with children to support them in their learning and development. She asks open ended questions to encourage them to think, and provides a wide range of experiences for them to explore. Children benefit as the childminder is aware of their individual interests and provides activities to enable children to pursue such interests further. For example, children enjoy playing with cars and when on outings, the childminder engages with children, talking about the vehicles on the road. However, the informal planning systems in place often limit the learning experiences for children. For example, the childminder often talks about concepts such as number, colour and shape, but this is repetitive and children tend not to respond. The childminder uses a journal to record the activities that children are involved in. This acts as prompt whereby the childminder is knowledgeable and talks about the progress children make in their learning and development. This is shared with parents on a regular basis, to ensure they are informed of their child progress. However, the observations are not consolidated to ensure all the areas of learning are covered equally. Children develop socially as they interact with older members in the setting and visit local groups to develop friendships. Children really enjoy listening to stories and have access to a wide range of books. However, books cannot be seen easily by children as they are piled into a large box. As a result, children may be put off from choosing a book as they are not well organised where children can see them clearly.

Children participate in a good range of activities such as manipulating dough, mark making and sticking. Children's fine motor skills are developing as they hold writing

tools correctly, make large marks on paper, and draw circles and lines. The childminder joins in with children, drawing shapes to form facial features which children identify with. Children enjoy sticking, using glue sticks and selecting items of interest from the range of stickers and shiny paper pieces. Children very much enjoy using large bricks where they connect pieces together to make tall towers, and enjoy taking them apart again. As a result, children develop their creative skills and learn about the properties of different materials.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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