

Inspection report for early years provision

Unique reference number	208641
Inspection date	12/10/2009
Inspector	Kathryn Margaret Clayton
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been a registered since 1998. She lives in the village of Scotter with her husband and twin daughters, aged sixteen. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently ten children on roll, of whom three are in the early years age range. The premises comprise of living room, dining room, kitchen, utility and toilet downstairs, and three bedrooms and a bathroom and separate toilet upstairs. The ground floor only is used for childminding purposes. Outside there is an enclosed rear garden with sheds and an access passage for a car to the rear of other properties.

The family keep a dog, cat, rabbit, fish and a tortoise as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a homely environment where their individual needs are recognised and met by the childminder. Children make good progress in their learning and development and most aspects of their welfare are suitably promoted. The childminder develops good relationships with parents and other providers the children attend. She evaluates her provision and has completed most of the recommendations raised at the last inspection, so shows a suitable capacity to improve.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 27/10/2009

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

- ensure the safety of children by making sure they cannot access the front door keys
- improve the range of resources and activities that will help children to value diversity and difference.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable range of policies and procedures that support the smooth running of the service. She understands her responsibility to protect children and is aware of the signs and symptoms that may cause concern. She has the contact numbers of agencies readily available should she have any concerns about a child. Safety checks of the premises are undertaken; however, the childminder does not keep a record of this risk assessment, when it was carried out, the date of review and any action taken following a review or incidence and this is a breach of requirements. The childminder locks the front door, but leaves the keys in the lock and this is a risk to children's safety.

The childminder has completed training in the Early Years Foundation Stage since the last inspection. She evaluates the provision, identifies areas for improvement and reads relevant materials to help her gain further knowledge. Parents are very complimentary about the childminding service. The childminder develops close relationships with them and makes sure she knows about each child as an individual. She works closely with parents to help children to progress, for example, to further develop their independence skills. Children also attend other settings and the childminder has close relationships where information is shared so that the service she provides is complimentary.

The childminder has a wide range of resources that are readily available to children at their level. Children are encouraged not to be wasteful with the resources; they look after them and pack away carefully. The childminder makes sure children are aware of what items have to be recycled and talks to them about the importance of looking after the environment. Resources and activities that allow children to develop a positive image of our diverse society are limited.

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

Children are well supported; they play in a large lounge which offers them good freedom of movement and direct access to outdoors. They have opportunities to take part in a wide range of interesting activities that successfully promote their development and learning. The childminder identifies the children's starting points through discussions with parents and observations over their first few weeks of attendance. She undertakes ongoing observations, when the next steps in children's learning are identified, so helping to plan for children's progression in all areas of learning.

Children have an active time with the childminder. They often go to the local park and play in the fields, on walks to feed the ducks and they like dancing indoors. Fresh fruit and drinks are readily available to children who have helped to plant salad vegetables in the garden during the summer. This helps them to gain an understanding of where food comes from. The home is clean and hygiene routines are good, with individual towels for each child, liquid soap, and a step and toilet

seat to support their independence when toilet training.

The childminder is aware of the interests of the children and uses these as a starting point. For example, children enjoy counting cars as they walk to school and use mathematical language, such as fast and faster as they play with cars on the floor. They also enjoy baking activities which promote their early understanding of mathematical concepts. Children have the opportunity to connect with animals and the local environment; they go on walks to collect leaves and enjoy feeding the family rabbit. Children have access to an interesting range of books which are often changed and they show developing language skills. Children develop their skills for the future as they use a good range of technology toys, such as an alphabet game, activity centre, train, computer and soft toys for babies.

There are good opportunities to explore a wide range of media through painting and collage activities and using malleable materials. The childminder understands the individual children very well and identifies specific areas for improvement, for example, to develop concentration skills, independence and to persevere with activities. Children respond well to the childminder and behaviour is good. By taking part in the evacuation of the premises and learning about road safety when walking, children start to gain some understanding of managing their own safe boundaries.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable premises, environment and equipment) 27/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable premises, environment and equipment) 27/10/2009