

Inspection report for early years provision

Unique reference number	208840
Inspection date	25/02/2009
Inspector	Sharon Waterfall
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1994. She lives with her adult son in the centre of a rural village between Louth and Market Rasen. The local primary school, pre-school and village amenities are within walking distance. The whole of the ground floor is used for childminding, with sleeping facilities provided on the first floor. There is a fully enclosed rear garden available for outside play. The premises is easily accessible to all with toileting facilities on the ground floor. The family pets include two dogs, a cat, guinea pigs, three snakes, chickens and tropical fish.

The childminder is registered to care for six children under eight years of age and is currently caring for six children within the early years age group. They attend for full time and part time sessions. She also cares for children aged five to eleven years and is registered on the compulsory and voluntary registers. She has procedures in place to support children with learning difficulties and/or disabilities and those for whom English is an additional language.

The childminder is a member of the National Childminding Association and holds a degree in childhood and youth.

Overall effectiveness of the early years provision

The quality of the provision is good. The childminder is very experienced and uses her knowledge of child development to provide a range of interesting and stimulating activities that enable the children to make good progress towards the early learning goals. Her good knowledge of the requirements of the Early Years Foundation Stage ensures that a consistent range of information is shared with parents and it is effectively used to support the children's needs. The children are valued as individuals, they are actively involved with aspects of their own learning and learn to respect a range of cultural diversities. Her commitment to ongoing training ensures that she is continually assessing and improving her practice.

What steps need to be taken to improve provision further?

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

- expand the use of the information gathered from observations to provide more personalised learning opportunities for children's next steps in progression and ensure parents are actively involved.

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

- ensure prior written permission is sought for each and every medicine from parents before any medication is given. (Safeguarding and welfare)

14/03/2009

The leadership and management of the early years provision

Children are safeguarded through the effective policies, procedures and practices of the childminder. She has an appropriate knowledge of issues relating to child protection and the procedures for reporting concerns. Thorough risk assessments are completed which record how identified hazards have been resolved. The children are actively involved in keeping themselves safe as they learn about road safety when out in the local environment and are aware of safety rules within the home. All written permissions are in place such as emergency medical treatment, outings and who can collect children. Most of the policies and procedures are in place though the medication records do not meet the changes in the requirements, therefore not fully supporting children's health.

The child-led activities ensure that all children are included and that their interests are incorporated into their play. Relationships are warm and secure and the children approach the childminder for comfort and to extend their play, she in turn responds well to their individual routines and care needs. Continuous improvement is implemented through effective self-evaluation strategies such as ongoing training and qualifications, assessments and discussions with parents.

The childminder has put into place some positive ways of communicating with parents and keeping them fully up-to-date with their children's progress. Discussions enable parents to give their views on the service provided and daily discussions about the children support a positive partnership and ensure children's immediate needs are met. Daily diaries for the younger children ensure that this information is formally recorded and any relevant issues can be identified. The observations and assessments are not yet shared with all parents to ensure they are fully involved in their child's learning.

The quality and standards of the early years provision

A strength in the learning and development requirements is within knowledge and understanding of the world. The children benefit from an excellent range of indoor and outdoor activities that enable them to discover how the world works, their place within it and how they can support the environment. Hands on activities such as growing fruit and vegetables, helping to prepare and eat it, baking bread and cakes and collecting meat from the local butchers all ensure that the children can identify where their food comes from. The children learn about animal life cycles as they help the childminder to hatch out some chicks, butterflies and frogs. These activities encourage children to care for living creatures and also learn about seasons within the year and the importance of them for the natural world. Animals feature a lot in the children's activities and they have used technology to research what noise peacocks make. Recently in heavy snow the children experienced, some of them for the first time how to make a snowman, how to throw snowballs and they enjoyed a sledging activity. The children visit the local environment regularly such as local shops, pre schools and some church festivals. The children are well known in the village and enjoy communicating with familiar people,

building their sense of belonging. Not only their own cultural festivals are celebrated, but the children also learn to respect the diversity of cultural ideas throughout the world. For Chinese New Year they looked at the animals in the Chinese calendar and made money pockets, discussing their purpose within the celebration.

All areas of learning are covered within these activities, encouraging children to investigate, explore and research ideas and new learning. Skills of reading and mark making develop as they look and record information, skills of numeracy are required as they count items and problem solve but overall they thoroughly enjoy the activities. Learning opportunities are planned with the children's needs in mind but attention is given to children's free play, enabling them to make their own decisions, demonstrate what they know and role play their experiences. Children's own interests are valued and resources and time are made available for these to happen. The childminder has begun to use observations and assessments to ensure children are progressing, though the information being gathered does not link directly to individual children's learning or next steps in progression.

The activities, learning opportunities and experiences for the children ensure that they are learning about healthy lifestyles, nutritious foods and have regular physical activity. The children behave well and play in harmony together but there are times when the childminder gently reminds them of acceptable social skills such as sharing and taking turns. The children enjoy their time with the childminder and are engaged in a range of exciting, stimulating and interesting activities that help them to make good progress and become independent learners.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.