

Inspection report for early years provision

Unique reference number	208897
Inspection date	30/04/2009
Inspector	Gill Ogden
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 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 was registered in 1992 and regularly works with an assistant. She lives with her husband and two children, aged six months and four, in Keelby, Lincolnshire. All areas of the home are registered for childminding but mostly the ground floor is used. There is a fully enclosed garden suitable for outdoor play. Amenities such as a shop, library, park, school and pre-school are within walking distance. The family keep tortoises and goldfish as pets.

The childminder is registered to care for a maximum of four children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register when working alone. When she works with her assistant she can care for six children. Currently, she looks after 14 children, all on a part-time basis, of whom eight are in the early years range. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a safe and cosy environment where close attention is paid to their individual care needs. They experience a range of activities that enable each of them to make progress in their learning. Relationships with parents are warm and productive especially regarding children's welfare. The links the childminder has with the school and pre-school ensure that children enjoy a balanced day. A start has been made on monitoring and self-evaluation of the service offered by the childminder.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute more to the identification of learning priorities for each child when they first start to attend and on an ongoing basis
- link observations of individual children's learning and development more closely to the early learning goals in order to better identify future learning targets and monitor their progress in all the areas of learning
- consider further the system for the self-evaluation of the provision to fully ensure ongoing improvement.

The leadership and management of the early years provision

The childminder is very organised with her record keeping and ensures that it is all kept accurately and written policies and procedures are very clear. Risk assessment records usefully identify potential hazards and steps taken to minimise them. All this ensures that there is a secure framework in place for the care of children. The childminder does her best to keep her practice up-to-date by

attending relevant training events. Both she and her assistant hold current first aid certificates which means that during the short periods that the assistant may be left on her own with children any accident that might occur can be handled appropriately. The childminder tries to attend as much training as possible herself and also identifies that which may be useful for her assistant. Since the last inspection she has found workshops on child protection, fire and home safety, bullying and the Early Years Foundation Stage useful. She has been proactive in identifying and booking on further training and has taken action on the recommendations made at the last inspection to improve the provision for children under three and the information parents receive. However, there are some key areas for improvement that she has not identified which are raised in this report.

Parents very much appreciate what the childminder does for their children and some have chosen to keep their children with her after their previous childminder returned to work following some time out. They receive useful information about the service she provides and share information with her verbally on a daily basis. Parents receive regular photographs of their children taking part in activities by the childminder sending them by telephone text so that they can save them or print them themselves at home. Links with the local school and pre-school have been well-established and information shared with them both successfully contributes to children having a balance of experiences through the day and appropriate support being given to individuals as necessary.

The quality and standards of the early years provision

Children are cared for in a safe, secure and cosy environment, where concern is shown for their welfare needs. For example, the childminder has a good understanding of her child protection responsibilities and is confident in dealing with any incident that may occur. Children's good health is promoted through consistent hygiene routines which, along with them learning to develop good personal hygiene habits, limit the opportunities for the spread of infection. Parents provide most of the food for their children so that their dietary needs are met appropriately and the childminder ensures they always have extra drinks of milk or water when they need it and gives them fruit or a biscuit if they want more to eat. Children get plenty of fresh air and exercise through going outside everyday where they go for walks and play in the garden or the nearby park and playing field. They learn about keeping themselves safe through routines such as taking part in fire drills and learning how to cross the road safely when they go for walks.

Children gradually become independent, partly as a result of them being able to move around freely and safely in the childminder's home and by being able to select resources for themselves because many of them are stored handily or set out for them ready to play with. The childminder and her assistant chat to the children and provide opportunities for younger ones to develop their speech and communication skills generally. Children have plenty of opportunities to develop skills that will help them be able to write in the future such as painting, drawing and tracing. Pretend play activities are used well by the childminder to support children's understanding of their local world and people when, for example, a child finds a plastic pizza slice and the childminder talks about seeing his mother in the

shop buying ingredients to make pizza at home for the family. Children learn basic technology skills by using programmable toys and younger children enjoy pressing a soft toy's tummy to make it sing songs. They learn about the natural world and change and growth through activities such as feeding and watching the birds and growing hyacinths from bulbs. Children play well together on the whole, learning to share and take turns supported by the childminder acting as a good example to them on how to behave. They respond excitedly to pictures of themselves in their record books and like to show them to others, showing pride in themselves.

A full range of activities that support all the areas of learning is planned to ensure that the children make progress in the Early Years Foundation Stage. The childminder takes note of their interests and uses these to help children learn. She makes good use of photographs and notes down her observations to provide a clear record of how they are making progress. However, she is not, as yet, linking their achievements closely enough to the early learning goals in order to identify their future learning priorities effectively and set appropriate challenges for them. Nor are parents involved fully enough in contributing to their children's learning, especially when they first start, to enable the childminder to have a fully accurate picture of their abilities to provide a basis for their development.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
---	-----

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