

Inspection report for early years provision

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Inspection date	03/03/2011
Inspector	Margaret Barnsley
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 has been registered since 1993. She lives with her adult daughter in the village of Waddington, Lincolnshire. Shops, parks, nurseries, pre-schools and schools are within walking distance. All areas of the home are available for childminding. There is a fully enclosed garden available for outside play. The family has a cat as a pet.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of six children under eight years; of whom, three may be in the early years age group. She currently looks after nine children, of whom two are in the early years age group.

The childminder is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is warm and welcoming and successfully meets the needs of the children and parents. All areas of learning are provided for and children make good progress towards the early learning goals. Documentation is organised well and all policies and procedures that are required for the safe and efficient management of the setting are comprehensively maintained. Partnerships are mostly well established. The childminder evaluates her setting and prioritises improvements well.

What steps need to be taken to improve provision further?

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

- develop systems further with other settings to support children with their transition and ensure continuity in their learning.

The effectiveness of leadership and management of the early years provision

The childminder prioritises children's safety effectively. She has completed safeguarding training and has a comprehensive policy and procedure in place. This is shared with parents to ensure they are fully conversant with her duty to protect children. The supervision of children is vigilant and safety measures are robust. Full risk assessments are in place for all areas of the premises and for outings. Daily checks are completed to review the continued safety of the environment. All adults who have regular contact with children are appropriately vetted.

This is a warm and welcoming setting, which provides children with a wide and varied range of stimulating activities and experiences. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned and based on thorough and accurate observations and assessment that are matched to the full range of children's needs. The environment and resources are organised well and enable all children to be fully included in making independent choices about what they wish play with. The childminder operates an equal opportunities policy and promotes equality and diversity well. She has an in-depth knowledge of each child's background and promotes a harmonious environment in which children learn to appreciate and respect each other's differences. She has many resources that reflect our diverse society and the wider world and she uses these well to challenge and support children's thinking and understanding. This was a recommendation at the last inspection and the childminder has ensured that she has met this to a high standard.

All policies and procedures that are required for the safe and efficient management of the setting are in place and provide parents with clear and comprehensive information. Self-evaluation is reflective and demonstrates a strong commitment and capacity to improve. Parents and children contribute to the self-evaluation process. The childminder actively seeks the views of parents through questionnaires and discussion and from children through ongoing discussion and regular observations. She has well targeted plans for future improvements such as putting labels and photographs on the storage containers so that children can develop greater independence with selecting their toys and tidying them away. She also wishes to continue to undertake further training to promote her own professional development. Since the last inspection she has completed safeguarding training, a policies and procedures course and has updated her first aid qualification.

She has established effective partnerships with parents. Purposeful information is exchanged regularly so that parents are well informed about their child's achievements, well-being and development. The childminder regularly asks parents for their views and ensures that these are used to inform important decisions about the provision. She talks to the practitioners where children attend other settings and has a good understanding of what takes place during the child's time there. She has not yet, however, developed a secure system with other settings whereby they both share children's learning experiences between them and plan around these. This does not fully ensure that all adults use consistency and continuity in their approach and does not fully support children with their transition between settings. In spite of this she talks to children about what they have been doing every day and knows children very well.

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

This is an inclusive environment in which children's uniqueness is highly respected. Children take the lead and decide what they want to play with and which activities they wish to join in with. They settle extremely well and are very outgoing, confident and display a strong sense of belonging. They enjoy making independent choices about how they wish to spend their time and they plan and organise their ideas very well. Children are very self-assured and articulate. They tell the childminder exactly what they wish to do. They know where things are kept and after they select their toys they include the childminder in their play, for example playing doctors and telling the childminder she is poorly and using the stethoscope to listen to her heart. Children enjoy colouring and looking at books and jigsaws with the childminder. They roll dough and use tools to cut and shape it. Children make very good use of electronic toys and their imaginations well, for example putting the dough through a wash cycle in the toy washing machine. The dough is subsequently baked in the toy micro wave for a while, which the child decides is broken and needs a man to come and fix it. Children are active participants in their learning and show great curiosity in their play. The childminder is very responsive and listens attentively as children share their ideas with her. Children are secure and feel confident that what they say is of interest and has value.

Children make good progress towards the early learning goals as each area of learning is provided for well. Regular observations of children at play identify their achievements and highlight their next steps in learning. Children are appropriately challenged in their play and are very well supported when learning new skills. They enjoy a wide range of books and mark making materials on a daily basis. They show an increasing awareness of the concepts of technology through their enjoyment of electronic toys, which includes a computer. Children play well independently and are very well behaved and helpful, for example helping to sweep up the beads when they fell on the floor. Children are developing the skills they need in order to secure future learning.

Children's awareness about developing healthy lifestyles is promoted effectively. They are supported very well with their personal hygiene routines and show an enjoyment for doing this for themselves, for example a child calls to the inspector that she is washing her hands and that they smell nice. Effective routines and resources are in place for all age groups from nappy changing routines to children having potties, toilet seats and steps in the bathroom to promote their independence as they develop greater skills. The childminder promotes healthy eating in her setting and shares her healthy eating policy with parents. She gathers all appropriate information about their dietary requirements likes and dislikes. Children have access to fresh water at all times and have healthy supplementary snacks that prevent them from becoming hungry, but do not interfere with their main meals. Children develop their physical wellbeing through a wide range of physical activities, both indoors and outdoors. They spend lots of time in the garden using their energy and getting plenty of fresh air. They are also taken out and about to many places of interest such as Rand Farm and pet shops. They go for walks around their local community and to nature parks and they walk to other

settings on a daily basis. Children show that they feel safe and secure in the setting and are developing friendships as they play happily with each other or alone when they prefer. They help tidy away their resources to keep them safe, practise fire drills and learn about road safety. Children's stable and consistent routine develops their understanding of what is expected of them. They learn right from wrong and how to behave safely through the good support they receive during daily routines and activities. The childminder is a positive role model and through her effective practice helps children to feel safe and well cared for.

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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