

Inspection report for early years provision

Unique reference number	209090
Inspection date	12/05/2011
Inspector	Anne 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.

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 registered since February 2000. She lives with her partner and four children aged 15 years, 12 years, five years and 11 months of age. They live in a semi-detached house in Ruskington. Shops, parks, library and schools are within walking distance. The whole of the house is used for childminding. There is a fully enclosed garden available for outside play. The family has two dogs and a rabbit as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered for four children under eight years of age. She currently has a total of six children on roll, of whom three are in the early years age group.

She is a member of the National Childminding Association and her local childminding group. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a homely and stimulating environment where children are happy and settle well. They make good progress towards the early learning goals as their individual needs are met well. Resources are used extremely well to enhance their experiences. Required documentation is comprehensive and safety measures are mostly maintained well. The highly effective partnerships that are established contribute significantly to the outcomes for children. The childminder has some successful systems in place to seek the views of parents and children and has started to use self-evaluation well to drive improvements in her setting.

What steps need to be taken to improve provision further?

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

- ensure outdoor and indoor spaces, equipment and toys are safe and suitable for their purpose; with specific reference to the safe storage of hazardous substances (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 20/05/2011

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

- improve the current system of self-evaluation to identify more clearly the setting's strengths and priorities for development that will improve the quality of provision for all children and how parents and children are involved in this

process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder is fully conversant with her duty to protect children. She has completed both Level 1 and Level 2 training and has comprehensive policies and safeguarding information in place, which she shares with parents on admission to the setting so that they are well informed. All adults are appropriately vetted to ensure that they are suitable to be in contact with the children and children are never left unattended in public places. The supervision of children around the setting is vigilant and security systems are effective, for example doors are kept locked with the keys available to the childminder and a record of visitors is maintained. Risk assessments are in place for areas of the home that children have access to and also for outings and trips. Daily checks are made to ensure that these continue to be effective, however the child-proof lock on the kitchen cupboard where hazardous substance are kept does not work. This potentially compromises children's safety. In all other respects safety measures are robust and the steps taken to ensure the children's safety are thorough, including regular checks on the suitability of the toys they use. Records of fridge temperatures and smoke alarm tests are maintained and evacuation procedures, which are practised with children, are documented. All other mandatory information such as the registration certificate, public liability insurance, first aid qualification and how to make a complaint is displayed for parents to see.

This is a warm and homely setting where children settle very well and are happy and secure. Space and resources are organised extremely well. They have an excellent range of high quality resources that are rotated to maintain their interest and add dimension to their learning. Local resources are also used extremely well, such as the children's centre, the library and toy library. The childminder accesses training resources well and works closely with the local authority development team and her childminding group to continuously enrich her own practice and professional knowledge. A formal system of self-evaluation has recently started to be used to reflect on practice and to consider the strengths of the setting and areas to improve. This is developing well, although it does not yet do justice to the improvements that have been made or focus sufficiently on the future targets that the childminder is aspiring to. There are many extremely positive ways in which parents contribute to the setting, and although this is a significant strength, it is unclear how their views and contributions are reflected in the self-evaluation process. In spite of this, since the last inspection the childminder has successfully met both the recommendations that were raised. She has obtained business cover for her car and ensures that the locks on the upstairs windows are used effectively. Further to these, she has reviewed all her policies and procedures and has added to these as she has developed her service. She has completed further training, for example High Scope and she translates her knowledge effectively into practice. Many more resources have been obtained, both indoors and outdoors, to meet the needs and individual interests of the children who attend. Most recently the childminder has organised a system for sharing children's development and learning records with another setting where a child has started to attend. Future

improvements to developing a sensory area in the garden are being explored. These improvements promote equality of opportunity and demonstrate a strong commitment to continuous improvement.

The childminder has excellent partnerships in place with both parents and with other early years professionals. Parents are provided with high quality information about the service and how this is organised to meet the needs of children. They are kept very well informed about the progress their child is making and what they have been involved in. Children's learning journeys and diaries enable parents to contribute observations and information from home about their child which enables the childminder to take full consideration of the child as a whole being when she plans around their individual interests and experiences. The system the childminder has introduced is very effective and is welcomed by parents. Some parents make considerable contributions in this way and send excellent folders and photographs of their child on holiday and what they have been doing. She talks to each parent on a daily basis to share information about welfare issues such as food and drink and any achievements the children make. Links with practitioners where children attend other settings are also firmly established. All information about the child is gathered or exchanged to enable both settings to effectively provide children with continuity in their learning and ensure that any gaps in their learning are identified and reduced. Meetings take place between practitioners and the childminder also visits the other settings for sports days and special events, which fully supports children with their transition. She has excellent links in place with the local school and knows the reception teacher well. This enables her to be an active participant in children's learning and development as they move from setting to setting.

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

Children enjoy their time at the childminder's home and are very happy and secure in her company. The childminder is highly attentive and supports children very well. Children are confident to choose things they want to do and the childminder picks up on their interests and choices and capably covers all aspects of learning and development well through fun experiences that have meaning to the child. A very young child enjoys playing with an electronic, musical toy into which balls are fed and pop out. The childminder sits on the floor with him, singing, counting the balls, talking about the different colours as they pop out and also playing catch with the balls. A great deal of learning takes place during this time, which is fully geared to the age and stage of the child. The childminder has a good understanding and knowledge of how young children learn and develop. She is an experienced childminder and mother and works with children of different ages. She uses a lot of repetition with young children to help them with their acquisition of language and ability to develop their vocabulary and form words correctly. She always consults with children and asks them what they think and what they would like to do. She treats children with kindness and respect and gives them time to think about things when she is talking to them. Children feel valued as a result and

have developed trusting relationships with her. They have a strong sense of belonging and understand the expectations for positive behaviour in the setting. For example, simple things such as taking off shoes and sitting at the table to eat are clearly understood by very young children.

An excellent range of resources are stored downstairs so that children can see what is on offer and participate in making their own choices. Other resources that are stored upstairs are rotated so that children are not overloaded with too many things at one time. Children are confident to make choices and are relaxed and comfortable in this environment. They go to the book box and take out books that they like and then they decide to go outdoors to play on the slide, draw pictures in the garden, and use the rocker. Children freely move around and explore their environment. They initiate their play and contribute well to how this develops. For example a child has a current interest in 'Stickman' so they made a picture of 'Stickman' with sticks and painted a large tree. The child added a photo a large bird's nest, which he took himself and then cut out a picture of a bird to sit in the nest. These ideas came from the child and show that children are capable with using technology and apply this creatively to activities. They have good access to a computer and printer and use these proficiently to print off photographs and access children's websites with the childminder.

Children enjoy a wide variety and balance of learning though both self-initiated play and some planned activities that are introduced by the childminder to promote their identified next steps in learning. All areas of learning are covered well and these are matched to children's individual learning styles and interests through the use of purposeful observations that reflect their uniqueness. Meaningful learning takes place in the setting and also through planned outings or trips around the local area to the park, woodland, farms or other settings such as the children's centre. Children learn well about their community in the village and town and have good exposure to nature and activities that develop their understanding of growing and living things. This is a print rich environment where children's developing communication, language, literacy and numeracy are supported well.

Children's welfare needs are met well with consistency as the childminder discusses these with parents. She shares her healthy eating policy and ensures that children are well nourished and develop good understanding of developing healthy lifestyles. They have plenty of exercise and fresh air and engage in activities that support their understanding. Children have plenty to drink and eat lots of fresh fruit, which they enjoy. They develop their understanding of hygiene as they learn to wash their hands and are well supported with their toilet training and ability to develop their independence as they progress to take care of their own personal needs. Children develop a positive disposition towards exercise as they walk to and from school every day and regularly visit the park, woods and village. They also have continuous outdoor play in the garden as the setting is organised to enable children free-flow access to the garden in all weathers. Children learn about safety and being responsible as they have simple rules to follow that they understand. The childminder supports them well by reminding them about sharing, taking turns and being kind to each other. Children learn to help tidy away after play and they practise fire evacuation and learn about road safety when they go out into the community. Children behave well and are

inquisitive and active learners. They are developing skills well that they need for their future.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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:

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) 20/05/2011

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) 20/05/2011