

Inspection report for early years provision

Unique reference number	209213
Inspection date	08/10/2008
Inspector	Carly Mooney
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 was registered in 1999. She lives with her husband in Gedney Drove End, Lincolnshire. A large, purpose built playroom and upstairs bedroom of the childminder's house are available for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time when caring alone and 12 children when working with another childminder. She is currently minding 10 children, all of whom are in the Early Years age group. The provision is also registered on the Compulsory and Voluntary parts of the Childcare Register. The childminder is within small driving distance of local schools, pre-schools and shops. The family have a pet dog. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides good, effective care for children in the Early Years Foundation Stage. Children's welfare is promoted successfully through appropriate policies and procedures that recognise the individuality of each child and most necessary documentation is in place to support the childminder's practice. The childminder provides a warm and welcoming environment for all children and their families and actively engages children in a broad range of activities. Friendly, working relationships have developed with all parents in order to effectively meet children's needs. Parents are provided with some opportunities to share knowledge about their child's learning and development. The childminder has effective systems in place to self-evaluate her practice and is committed to continually improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop a record of risk assessments carried out, this includes any outings that children participate in
- further develop planning, observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child and consider how parents can be more involved with these and support their child's learning.

The leadership and management of the early years provision

The childminder effectively provides a safe and secure learning environment for all children, both indoors and outside. She has a good understanding of safety issues within the home, whilst out of trips and carries out visual safety checks on a daily basis. However the childminder does not have these checks documented which is

now a requirement of the Early Years Foundation Stage. A good range of safety procedures are in place such as a camera and intercom system to vet entry to the premises and a baby monitor and camera to regularly check sleeping children, as the bedroom is situated away from the main play area. Children's safety is further protected as the childminder has attended child protection training and has a robust safeguarding policy which is clearly understood and shared with parents. She is also aware that all adults in regular contact with the children must be suitable.

Good relationships have formed between parents and the childminder. Information is shared with parents through a range of comprehensive policies and procedures, which underpin the good quality of care provided. They receive daily verbal feedback about their child's day and parents of babies view daily diaries regarding sleeps, feeds and nappy changes. A parents' noticeboard also provides parents with up-to-date information about the provision. The childminder values parents' opinions and has recently invited them to complete a questionnaire about herself and the care she provides. Parents receive some information about their child's development and are given some opportunities to be involved with their learning such as bringing in items from home. The childminder recognises the need to develop this area further.

The childminder has made effective improvements since her last inspection, which has a positive impact on children's care and learning. Through completing her self-evaluation form she has successfully identified areas for further development in her practice. She has attended many training courses and also takes time to seek out resources and documentation to promote children's learning and development. She has carefully considered her resources to ensure that they promote inclusion and that they are easily accessible to all children.

The quality and standards of the early years provision

Children are happy, settled and have developed close relationships with the childminder. She ensures that children enjoy a suitable range of activities that supports their development across all six areas of learning. She has a sound understanding of learning through play and supports children appropriately as they independently choose from the vast range of toys and resources available in the playrooms. Children play well together, learning to share and take turns. They have good opportunities to develop their independent skills as they help to tidy away the toys before lunch or snack which gives them a sense of responsibility. Early language skills are adequately promoted through sharing books or singing familiar songs together. Babies receive lots of cuddles and are consistently spoken to when engaging with the childminder. Practical activities encourage children to develop their mathematical skills, for example, as they pick apples from the tree and count how many they have in their basket. Physical skills are promoted well, as outdoor equipment such as swings, slide and a climbing mountain provide sufficient challenge for the ages of children attending. Children's creativity is valued as they freely paint or glue and stick their pictures.

The childminder observes children on a regular basis and is beginning to make

effective use of these to identify their next steps for learning. She provides a basic plan of activities for parents, relating to themes such as Halloween. She is beginning to develop her systems to be able to plan activities, which relate more to children's interests and next steps in their development. The childminder is proactive in her approach to caring for children with learning difficulties and/or disabilities. She liaises closely with parents and other services where necessary to meet children's individual care and learning needs. Children's sense of belonging in the home is fostered as they see their work displayed in the environment and they are given the opportunity to make choices within their play. They behave well in the childminder's care and she ensures that all positive behaviour is praised and encouraged to help develop self-esteem and confidence.

Children's health and well-being are effectively promoted, for example, children are encouraged to wash their hands prior to eating or after playing in the garden. Children also have individual towels to prevent the spread of germs. The childminder is a good role model as she wipes down the table with anti-bacterial spray prior to serving lunch. Children enjoy healthy and nutritious, home cooked meals such as shepherd's pie or spaghetti Bolognese. Drinks are readily available at all times to ensure children remain hydrated. Effective procedures are in place which ensures the childminder can act appropriately when children are ill or have an accident. The childminder is aware of her responsibility to safeguard children and provides opportunities for children to learn how to keep themselves safe. For example, talking about fire safety and making them aware of the exits within her home.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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

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

Since the last inspection there has been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.