

Inspection report for early years provision

Unique reference number	209277
Inspection date	31/01/2011
Inspector	Lynn Dent
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 was registered in 2000. She lives with her husband and two children aged 14 and 12 years in Market Deeping in Cambridgeshire. The whole of the childminder's house is used for childminding, with toilet facilities available on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently minding 10 children, five of whom are in the early years age range and four are over the age of eight years.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library and to the park. The childminder is a member of the National Childminding Association. The childminder is a member of Market Deeping Childminding Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development as the childminder plans and provides a balance of activities and experiences to support this. Systems are in place to monitor children's progress and used to plan future activities. The childminder works well in partnership with parents and other early years providers to ensure that information is shared and consistency is promoted in children's learning and development. Written policies help to underpin the service provided and most are detailed. The childminder carries out risk assessments which help her to maintain the children's overall safety. The childminder is in the early stages of reviewing the service she provides and identifying areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure hazards are made safe or inaccessible to all children; this is with regards to family medication stored in the kitchen
- improve the process of self-evaluation to include parents
- improve the safeguarding policy to reflect the action to be taken if an allegation is made against the childminder or anyone living on the premises.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder clearly understands the indicators for child abuse and neglect and is confident to put the Local

Safeguarding Children Board reporting procedures into practice. The safeguarding policy has been shared with parents, ensuring they understand the childminder's responsibility to protect their children. However, the safeguarding policy does not reflect the action that will be taken if an allegation is made against the childminder or a member of her family. Consequently, this is not clear to parents. The childminder has implemented a range of written policies and procedures to underpin the service provided.

Regular risk assessments help the childminder to maintain safe premises. Consequently, electrical sockets are kept covered and doors and gates are kept locked, preventing children leaving unsupervised. The childminder explains how family medication is stored and inaccessible to children in the kitchen. However, older children could reach this. Therefore, this poses a risk to their health. The childminder is mindful that only developmentally appropriate toys are available to younger children, protecting them from the dangers of swallowing small parts used with toys for older children.

The home is organised to enable children to access toys at will. Children receive opportunities to engage in planned activities such as crafts, cooking, visits to the park and places of interest. They also have time to explore their environment and to initiate their own play. The childminder firmly believes that children benefit from daily outdoor activities and attending local toddler groups, where they interact with other children. The childminder has systems in place to record children's progress and identify their next steps. This information is used to plan future activities. Consequently, they receive developmentally appropriate activities and experiences.

The childminder has made an appropriate start in self-evaluating her service and identifying areas for improvement. However, the lack of systems to involve parents in this process means that the evaluation is limited. The childminder has taken action to meet the recommendations from the last inspection, showing a willingness to improve.

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

Close working relationships with parents ensure that the childminder has all the information she needs to meet the children's individual needs. As a result, their individual routines are managed well. Parents provide meals for children which are supplemented by healthy snacks and drinks by the childminder. Observations show that children receive good care following minor accidents and records are completed accordingly and shared with parents, keeping them fully informed of the situation. Children are learning how to keep themselves safe as the childminder reminds them to be careful when playing and walking near the toys. When away from the home, clear rules help the children to learn about dangers, such as, keeping away from the kerb and not talking to strangers.

The childminder understands the Early Years Foundation Stage and explains how activities she provides and everyday experiences promote the six areas of learning. For example, older children learn about numbers as they recognise these on car

registration number plates and houses when walking to school. Younger children count how many bricks they are building with and sing number rhymes. Children are using technology from an early age as they use programmable and push-button toys. Older children use the childminder's laptop to investigate and find out information. Consequently, all children receive opportunities to participate in the activities provided, ensuring that they feel included and valued.

Babies and toddlers are engaged in sensory activities as they play with different materials, such as, boxes covered in shiny paper, pieces of net material and home made shakers. Consequently, they enjoy exploring their environment. Children are happy and secure with the childminder as she provides a caring relationship. Therefore, children are confident to approach the childminder, who is effective in developing their social skills through play. For example, she sits with the children to help them develop sharing and harmonious play as they learn to take turns with toys. Children's physical development is promoted as they have room to move around the premises. The childminder helps those on the verge of standing to do so, promoting their confidence.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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