

Inspection report for early years provision

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Inspection date	03/02/2011
Inspector	Diane Turner
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 husband and adult son in a terraced house in Market Deeping in Lincolnshire. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on this level. There is an enclosed garden for outdoor play to the rear of the premises. The family have a pet cat.

The childminder is a member of the National Childminding Association and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for six children under eight years at any one time, three of whom may be within the early years age group. The childminder is also registered on the voluntary part of the Childcare Register and is registered to work with an assistant. There are currently 17 children on roll, seven of whom are within the early years age group. They all attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming and family orientated environment where they are actively encouraged to help and support one another. The uniqueness of each child is recognised and nurtured and the highly effective channels of communication that are maintained with parents ensure their individual needs are met very effectively. Children make good progress in their learning and development because they relish taking part in a wide range of exciting activities. However, the systems to record their progress are not fully developed. All necessary documentation is in place but this occasionally lacks the necessary detail. Effective systems are in place to monitor the quality of the service, ensuring continuous improvement is of a good standard and that the outcomes for children are enhanced.

What steps need to be taken to improve provision further?

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

- ensure the record of children's attendance includes all the necessary detail
- develop further the system for monitoring and assessing children's progress in their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of all areas relating to safeguarding children. For example, she attends training in child protection to ensure she is confident in recognising the possible signs and symptoms of abuse and neglect.

She knows to report any serious accidents the children may sustain whilst in her care to the relevant authorities and her written safeguarding policy is shared with all parents. This ensures they are fully aware of the procedures she would follow if she had a concern about a child's welfare. The childminder ensures the children have a safe environment in which to play, rest and learn. Effective action is taken to minimise any risks and daily safety checks are undertaken prior to the children arriving. All the required documentation is in place to ensure the service operates efficiently, however, the record of the children's attendance does not include their full name.

The children have access to a good selection of toys and resources. These are effectively presented to enable them to make independent choices and the provision of child-height furniture enables the younger ones to reach activities comfortably. The childminder is driven to providing child care of a high standard and to maintaining the continuous improvement of her own practice and that of other childminders. For example, she regularly undertakes short training courses alongside working towards a degree in childcare and she helps to facilitate workshops at local training events. Through effective self-evaluation the childminder clearly identifies and priorities areas for development.

Promoting equality and diversity is at the heart of the childminder's practice ensuring a service that is fully inclusive to all children and their families. The childminder knows each child extremely well and provides excellent support for children who may have special educational needs or disabilities. She meticulously implements the advice of any other professionals involved in the children's care and encourages all children to learn signing as an additional means of communication. The childminder actively encourages the children to embrace the diverse society in which they live. For example, they become fully immersed as they learn about the Chinese New Year, enthusiastically finding out the symbol relating to their year of birth and showing surprise as they reveal the message inside their fortune cookie. They confidently express 'Happy new year' in Chinese, having first consulted a friend of the childminder's to ensure the correct pronunciation.

The childminder has good links with providers of other settings that the children also attend, such as the local pre-school. The good reciprocal sharing of information ensures a highly effective shared approach to their care and learning, with the children fully involved in the process. For example, they actively request that particular achievements are shared. The childminder engages very well with all parents. They receive copies of all the policies and procedures for their reference, including any updates. Daily diaries and chats keep them well informed of their child's day and the childminder actively welcomes and implements any suggestions for improvement.

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

The childminder promotes the children's learning very well. She is very enthusiastic and this inspires the children to take part in the activities and to become thoroughly motivated and inquisitive learners. The children delight in the childminder's interaction in their play, particularly when she pretends to be a satellite navigation system as she leads them on a trip to the supermarket. The childminder treats the children with great respect and this is reciprocated. For example, the children politely ask if they can watch their favourite television programme and say please and thank you as they ask for a drink. The children make an extremely valuable contribution to the setting. They readily help to put the chairs around the table for snack time and tidy away the toys after use. They show real concern for others. For example, they regularly visit the childminder's elderly relative and help with the shopping. They raise money for charity and photographs show the older children helping the youngest ones to put on their coats. The children receive lots of praise and cuddles from the childminder to acknowledge their achievements and as a result, they demonstrate high levels of self-esteem.

The children have valuable opportunities to take part in activities in the local community and to learn about nature. Each week they visit a cafe where they choose what they would like to eat and learn to use good social skills. They regularly enjoy bus trips, visit museums and feed the ducks on the river. They delight in using their binoculars to observe birds, such as pigeons, that visit the garden and they become fully immersed as they explore the texture of noodles, showing perseverance as they attempt to use chopsticks to pick them up. The childminder has systems in place to monitor the children's progress, including making written observations and photographs of them at play. However, she does not always record how the activities link to the different areas of learning or what the children have achieved from them.

The childminder provides good opportunities for the children to follow a healthy lifestyle. They have daily opportunities to enjoy fresh air and physical exercise, such as playing in the garden, and visiting the local parks to develop their coordination as they use large play equipment. The children enjoy nutritious meals that are prepared using locally sourced ingredients. They grow their own potatoes and choose items they would like to see included on the menu. For example, they discuss how they have chosen broccoli to have with fish for their dinner. The children understand that they need to clean their hands before eating their meals, independently putting the wipe in the bin afterwards and they know to shield their mouth when they cough to stop germs spreading. The children confidently discuss what they need to do to keep themselves safe, for example, how they use the zebra crossing when crossing the road and how they stay close to the childminder when out in the community.

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	1
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	1
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	1
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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