

Inspection report for early years provision

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Inspection date	01/03/2011
Inspector	Melanie Arnold
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 was last registered in 2000, but has been a registered childminder on and off for the past 15 years. She lives with her husband, father and three teenage children in Ingham, Lincolnshire. The whole ground floor is used for childminding, with toilet facilities located in this area. The premises are accessible by two steps. There is an enclosed, secure garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes the inclusion of all children, fully supporting, valuing and respecting each child inline with their backgrounds and beliefs. This enables each child to make good progress from their specific starting points, as they generally engage in purposeful play experiences. Children are safeguarded and their welfare maintained through the childminder's mainly effective practices and procedures. The childminder works well with parents and carers and is beginning to establish links with other providers, to ensure children benefit from an integrated approach to their care and learning. Improvements made since the last inspection, along with an informal, yet effective process of self-evaluation, enable the childminder to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to exchange clearer information relating to children's learning and development with each setting the child attends
- develop further the ongoing observational assessments to more accurately monitor children's progress and use them to fully identify and plan for individual children's next steps for learning
- develop further the risk assessment records to include all outings.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure well-maintained home. Space and resources are organised well to create an accessible environment where children learn through play. For example, children have lots of fun in the designated playroom, where they freely select their own play materials from the good range provided. Children's safety is ensured through the childminder's effective procedures. For example, the childminder remains in sole charge of the children at all times and she is well aware of child protection procedures, which helps to safeguard children from potential harm. Effective steps are taken to identify and minimise potential hazards inside, outside and on outings, which ensures children's health and safety is maintained. However, the record of risk assessment currently only shows the checks completed relating to the home and garden, lacking information regarding the checks completed on outings. The childminder has improved her practice by working on the recommendation raised at the previous inspection and she strives to promote positive outcomes for children. Although, the childminder has no formal self-assessment system in place, she is well aware of her strengths and identifies clear targets for further development. She effectively communicates her plans for the future, ensuring children benefit from continuous improvements.

Children's individuality is respected and valued by the caring childminder. She acts as a positive role model, promoting inclusion and actively challenging any form of discrimination. The childminder works in partnership with parents and carers, gathering and exchanging clear information from the outset. This enables the childminder to identify and help each child to make progress from their unique starting points. The childminder encourages parents to integrate their children into her care slowly, gradually easing the transition process from home to the childminder's care. This helps children to settle and become confident in their new surroundings. Information is continually exchanged with parents and carers to ensure they are kept fully informed about their children's care, learning and progression. The childminder liaises with other providers where the care of children is shared, exchanging some relevant information about children's care needs. However, information about individual children's learning and development has yet to be exchanged, to fully ensure children benefit from continuity of care and learning.

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

Children are happy and they feel safe and secure in the warm and welcoming home, where they are constantly supervised by the childminder. They freely access and play with a good range of well-maintained toys and resources. The home is clean and good hygiene routines are in place to minimise the spread of infection. For example, children do not attend the setting when they are suffering from an infectious illness and they are actively encouraged to cover their mouth with their

hand when they cough. Children's well-being is further promoted through the provision of nutritious meals and snacks, which meet their dietary requirements. Children are actively encouraged to adopt healthy lifestyles, learning about the importance of healthy eating and exercise through discussion and positive reinforcement.

Children learn to respect the childminder's clear boundaries, which promotes their good behaviour and their awareness of safety issues. For example, children respect that they do not access the first floor. They also learn about the importance of not taking their seat belt off when travelling in the car and their awareness of road safety is promoted on all outings. During role play activities, children pretend to cook food in the microwave. They show good levels of awareness that the pretend food will be hot when it is cooked and if they blow it, it will only be warm. Children are encouraged to develop the habits and behaviour appropriate to be good learners, to meet their own needs and the needs of others. Children are beginning to learn the difference between right from wrong when the childminder discusses their behaviour with them. For example, during a disagreement over toys, the childminder encourages the children to count how many trains they each have. When one child identifies they have five and the other child has one, the childminder discusses this is not very fair and the children should share by having three trains each. Although, initially reluctant, the children do respect and respond to the childminder's request as they equally share out the trains. Children generally share and play co-operatively together. They are encouraged to adopt the use of good manners, effectively developing positive social skills. Children's awareness of differences and diversity is promoted through a wide range of play activities and discussions. For example, during food tasting activities, children learn about different foods from around the world.

Children have fun participating in a good range of developmentally appropriate adult-led and child-initiated play experiences delivered through indoor and outdoor play. This helps each child to make good progress in their learning and development. Regular outings and trips increase opportunities for the promotion of children's development in all areas. For example, children enjoy digging and exploring in the sand at the beach. They go to toddler groups where they socialise and interact with their peers and with parental permission, children occasionally attend church services. Observations and assessments are in the process of being updated and further developed to fully ensure each child's development is more accurately monitored. The childminder plans to use this information to continually identify and plan for individual children's next steps for learning. Children's language skills are developing as the childminder continually chats to them as they play. Younger children are encouraged to repeat words, which helps them to extend their vocabulary and develop their communication skills. Children enjoy regular opportunities to colour, draw and make marks on paper, which develops their creativity and early writing skills. They have fun as they use a range of electronic toys and resources, which develops their interest in technology. Children's awareness of number and counting is skilfully incorporated into their play. The childminder asks questions like, 'how many have you got', which challenges children to think. When younger children ask questions, the childminder creates purposeful learning experiences by repeating the question to the child. This encourages children to think for themselves as they answer the question.

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	3
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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