

Inspection report for early years provision

Unique reference number	EY227380
Inspection date	11/06/2009
Inspector	Lynn Masterman
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 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 registered in 2002. She lives with her husband and two children aged seven and nine years old. The family live in a residential area on the outskirts of Worksop in Nottinghamshire. The premises can be easily accessed and the whole of the ground floor, including toilet facilities on the first floor of the premises is used for childminding. There is a fully enclosed outdoor play area to the rear of the premises. Care is offered Monday to Friday, all year round. Overnight care is available. The family has two dogs.

The childminder is registered to care for a maximum of five children at any one time. There are currently eight children on roll, of which four are under five years. She also offers care to children over five years to nine years old. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in a warm and friendly environment where they make steady progress in all areas of their learning. However, the planning, observation and assessment, and the information gathered from other care settings is not used collectively to plan for the children's individual learning. A positive working relationship with parents ensures most of the children's individual needs are successfully met. The childminder is beginning to acknowledge her strengths and some areas for improvement. However, there are no clear systems in place of how to take these identified areas forward.

What steps need to be taken to improve provision further?

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

- develop a system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement
- develop links with other care settings to ensure children's individual needs are met and there is continuity in their learning
- make effective use of the planning and the children's assessment records to identify the next stage in their individual learning journey
- ensure the fire blanket is appropriately sited.

The leadership and management of the early years provision

Children are cared for in a child-friendly environment, which is safe and secure. The use of visual and written risk assessments ensures children are able to move around the premises in a safe and confident manner. For example, all main doors are locked when children are present and dangerous substances are stored out of

reach. However, the fire blanket is not appropriately sited. Outings are carefully planned. Parents receive detailed information prior to the visit, such as the intended arrival and departure times and the necessary equipment required, to ensure the children's individual needs are appropriately met. Children have the opportunity to make informed choices about their play as they choose from a good and varied range of play resources, which are clean, safe and well maintained. The childminder has sound knowledge of the indicators of abuse and necessary procedures to be followed, should she have concerns regarding children's welfare. All persons living in the household are suitably vetted.

The childminder has sound understanding of the stages of children's development and a growing awareness of how to deliver the Early Years Foundation Stage. She makes use of relevant documentation and her own personal reading to plan and provide a broad and varied range of activities. However, opportunities to plan for the next stage in children's individual learning through the use of planning, children's assessment records and information gathered from other care settings delivering the Early Years Foundation Stage is not sufficiently explored. Effective verbal and written communication systems ensure parents are kept well informed of their children's care, learning and play. Parents are invited to make written comments about their children's progress. This helps to assist parents in supporting their children's learning in the home environment.

The childminder is committed to improving outcomes for children. She is keen to enhance her knowledge and skills by attending relevant training. She is beginning to recognise the purpose of self-evaluation to identify her strengths and the areas for improvement. However, she is yet to establish a system of how identified areas for improvement will be achieved. All recommendations made at the last inspection have been appropriately addressed and implemented.

The quality and standards of the early years provision

Children are cared for in a happy and relaxed environment. They show a strong sense of belonging. They are familiar with daily routine and confidently express their needs, voice their opinions and make informed choices. For example, 'I would like to play outside'. This helps children to feel valued as their wishes are respected by a trusted adult. The childminder listens attentively to the children as they take great delight in sharing their experiences about their morning at school or future family events. This helps children to develop meaningful relationships. The childminder knows the children very well and works effectively in partnership with parents to ensure their individual needs are successfully met. Parents value the childminder's flexible and supportive service. She provides relevant information to parents when they are experiencing difficulty in dealing with specific childcare issues. For example, the management of children's behaviour or helping parents to establish a bedtime routine to aid a restful sleep pattern.

Children have access to a balanced range of purposeful activities, which are linked to children's interest and develops their learning experiences through play. Activities are child-led and generally based on children's interests. Children show an interest in mini-beasts. The childminder hides the insects in a jelly mould, which

is put in a large tray when the jelly is set. The children run their hands through the jelly to find the hidden insects. This helps to develop their exploration and investigative skills. They are beginning to develop their awareness of numbers as they count the number of insects they find. The children develop their mark-making skills as the childminder asks them if they can make patterns in the jelly and write their names. They receive lots of praise for their achievements. The childminder helps the children to make links with past experiences as they recall when they saw the spider's web and how the spider made use of the web to catch food. This helps children to develop an awareness of the environment. Children enjoy creative activities. They independently apply their own glue as they make their own bees using a variety of pre-cut shapes.

Children's good health and well-being is successfully promoted. They have access to a well balanced diet. They talk about how fruit and vegetables are good for you, and how vitamins keep you healthy. They enjoy being out in the fresh air and have the opportunity to experience a good range of physical play. They are beginning to become aware of their own safety. They routinely practise the fire evacuation procedure. They know that when they hear the fire alarm they must listen to the childminder and go outside. They know they must not go back into the house until it is safe, because you might get burnt. Children are encouraged to share, be kind and show mutual respect for others. They are beginning to develop their awareness of the wider world through discussion with the childminder, access to a suitable range of play resources and visits within the local 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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