

Inspection report for early years provision

Unique reference number	EY231202
Inspection date	21/10/2011
Inspector	Anne Barnsley
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 registered in 2002. She lives with her husband and son aged 11 years in the town of Louth in Lincolnshire. The downstairs area of the property is used for childminding. Toilet and hand washing facilities are provided on the ground floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding 14 children of whom five are in the early years age group. Two children in the early years age group are minded on a full-time basis each week day and the other children are minded outside school hours. The childminder walks to the local schools and playgroups to take and collect children. The family has no pets.

The childminder is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home by a childminder who knows each of them well. They are involved in a good range of activities, both inside and out, and systems of observation are mostly effective. The childminder has established excellent partnerships with parents and others in order to meet individual needs. The childminder has an accurate understanding of her service and demonstrates good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- use observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child with specific reference to their next steps in learning.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and reviewed regularly. The childminder implements policies and procedures well to promote children's welfare and safety. She completes comprehensive risk assessments to ensure that children play in a safe environment, both in the home and on outings, and she undertakes daily safety checks to ensure the continued safety of children. She has completed safeguarding training and has a good understanding of her duty to protect children, which includes how to recognise indicator signs of abuse and the procedure to follow if there any concerns. She ensures that all adults who have

regular contact with children are appropriately vetted and provides children with vigilant supervision. The childminder is clear about supporting children's health effectively by ensuring she is well informed about any procedures she must follow with medications. Since the last inspection she has obtained written parental permission to transport children in a vehicle and for seeking emergency medical treatment or advice as previously recommended.

The childminder organises her home well to meet the needs of the children in her care. Children use a wide range of toys and equipment, which are stored and arranged so that they can make spontaneous choices according to their age and stage of development. The childminder makes good use of local facilities to provide outings to enhance children's learning. The variety of outings enables children to meet a range of people and use an extended choice of equipment. They learn a positive attitude to people's differences through the good example set by the childminder and as they use resources that present positive images of diversity. The childminder uses self-evaluation effectively to drive improvements in her setting and to promote equality of opportunity. She has made several improvements to the environment since the last inspection, both indoors and outdoors, obtained some new resources and has completed some further training. She identifies developing her self-evaluation further to show more clearly the improvements she makes and those she has targeted for the future. She hopes to undertake further training around learning through play, particularly craft activities for the different age groups.

The childminder has extremely positive relationships with parents, which are both friendly and professional. She supplies excellent information about the setting, which includes providing parents with their own pack of policies and procedures. There are daily opportunities for sharing information in order to meet individual needs, and children's learning journeys are regularly given to parents so that they can contribute to them. The childminder frequently seeks the views of parents and also uses questionnaires to inform important decisions about the setting. She has highly effective systems in place for working in partnership with providers from other settings. In addition to sharing their learning journeys she speaks to other providers each day when she collects children. In cases where she does not drop off or collect children she makes weekly phone calls to the provider to discuss what is taking place in both settings so that all children receive continuity in their care and learning. She welcomes input from early years advisors and other childminders to help improve her knowledge of the Early Years Foundation Stage.

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

Children are happy, settled and secure in the care of their childminder. Young children develop trusting relationships with the childminder, her family and other children. They know what to expect through familiar routines and understand clear rules for their safety. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. They participate in a good range of activities, both inside and outside that help them to learn through play. They develop a meaningful sense of numbers as they count every day objects and

sing lots of number songs. They play well with other children learning to share and to take turns, which develops their social skills. They play with sand and water, learn to care for plants and living things and enjoy looking at the fish and frog spawn in the pond. Children have lots of opportunity to mark-make and to express themselves creatively through art and craft materials, dressing up and role play. They all access books well, both for looking at and for listening to stories. Very young toddlers make their own choices from the bookcase and know how to handle books well by turning the pages carefully, holding the book the correct way up and opening the books at the beginning. From a young age children start to solve problems by using electronic toys, jig saw puzzles and shape sorters. They are very active and often go to the park for walks and use lots of physical equipment in the garden.

The childminder is starting to use observation and assessment records for each child and is making good progress with this. She covers all areas of learning but does not yet identify children's next steps and link these to the early learning goals. However, she brings observations to life by taking photographs of what is taking place and showing that all children engage in activities that help them to make good progress in the learning and development. She knows the children well and interacts with them kindly, which helps them to develop their communication skills as they develop a strong sense of belonging in the setting. Children enjoy a healthy lifestyle. From an early age they start to understand good routines for their own personal hygiene, for example, the childminder washes babies' hands before and after food and ensures their nappies are changed regularly. She has appropriate resources in the bathroom to help children become independent as they grow, such as steps to the basin so they can wash their own hands. Children make choices from healthy snack options and enjoy nutritious packed lunches or meals from home that meet their dietary requirements. Children have daily opportunities for fresh air and exercise by walking, visiting the park and outdoor play. They learn about aspects of their own safety, such as routines for crossing roads, and clear boundaries and behaviour within the setting. They learn to understand what is expected if they must leave the premises in an emergency because they have regular practises of the escape plan. Children are developing the skills well that they need for their future.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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