

Inspection report for early years provision

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Inspector	ISP Inspection
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 registered in 2002. She lives with her school aged daughter in a residential area of North Hykeham, near Lincoln, Lincolnshire. The family has a pet rabbit. The home is within walking distance of local parks and schools. Minded children use the ground floor of the house, which includes toilet facilities and a bedroom on the first floor. There is an enclosed rear garden which is available for outdoor play. The premises are accessed by one step up into the house. There is ample parking outside the home.

The childminder is registered to care for six children under eight years old at any one time. There are currently 14 children attending, of whom, four who are within the Early Years Foundation Stage. The childminder is registered on the Early Years Register, compulsory and voluntary part 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 offers excellent support to children as they progress with their learning and development. The home provides a welcoming, stimulating and safe environment where children can rest and play. The childminder takes into account their individual needs and is very attentive to their welfare requirements. She builds positive partnerships with parents, based on regular exchanges of information, to ensure children receive very good levels of care. Documentation is effectively in place to support the childminder's practice in line with the requirements of the Early Years Foundation Stage framework. The childminder demonstrates a positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- review the system used for linking observations of individual children's learning and development more closely to the early learning goals in order to plan activities relevant to individual children's next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder is confident in her knowledge and understanding of her fundamental role to safeguard children. A clearly written policy is in place with additional literature to support and guide the childminder, should she have any concerns regarding a child in her care. Children feel safe to explore because the

childminder effectively undertakes risk assessments, such as daily visual checks supported by a written record, as well as an annual assessment. This ensures that potential hazards are identified and minimised within the home and when on outings. The childminder provides high levels of supervision, taking into account the children's age and ability, whilst encouraging their independence. Children's records are effectively maintained, well organised and kept confidential. The childminder has devised a good range of policies and procedures which support the running of the provision. These are shared with the parents and supported by verbal conversations from when the child starts attending. Parents are kept up-to-date with any changes to the provision.

The childminder has an appropriate system in place to exchange information with others who are involved with the care and learning of early years children. The partnership with parents is good. Information is regularly exchanged, both verbally and in written form, such as news letters, information displayed on the notice board and the sharing of development records of their child. The childminder is very sensitive to children's individual needs, offering a high level attention to adapt resources and routines and is flexible in meeting the needs of the child and parents. A good range of resources, that are attractively presented and in good condition, ensure children's all-round development is successfully enhanced. They also have daily access to activities and resources that help them learn about the similarities and differences of others. This is further supported by the childminder's positive attitude to inclusion. For example, all children are included in conversations around the table at lunch time and boys and girls play with the same toys and activities.

The childminder has a positive attitude to the ongoing development of her childcare practice. She has undertaken training courses such as 'Working in Partnership with Parents' and 'Self Evaluation'. The recommendation from the last inspection has been met ensuring children's safety is fully supported in the garden. Further improvements, such as providing a paper towel dispenser to prevent the spread of infection, increasing the amount of resources such as craft equipment and new storage boxes for children to access, demonstrates good capacity for continued improvement for the outcomes for children.

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

Children show a strong sense of security and belonging in the childminder's home. They are confident, happy and settled. Very close bonds are evident as children want to play with the childminder as well as with their peers. Lots of laughter, smiles and excellent conversations are held which expresses how they are feeling. The children are making extremely good progress in their learning and development. The childminder has a very good understanding of child development and is very skilled in implementing the learning and development aspect of the Early Years Foundation Stage framework. The childminder makes every effort to build on children's interests and ensure that the activities that are used to support each child are challenging and tailored to meet their individual

needs. Observations are undertaken, supported by photographs that are attractively presented in each child's 'I can do' books. The childminder is successfully able to assess each child's level of achievement and stage of development, which informs future planning for their next steps in learning. However, the written system used does not always fully support the link between the next steps of learning and the early learning goals. There is an excellent balance of child-orientated and adult-lead play. This is further supported by the childminder's strong emphasis on spontaneity and the confidence to encourage children to make choices in their play.

Children's behaviour is exemplary. Children feel good about themselves as the childminder offers frequent positive support, praise and encouragement. Children know what is expected of them. For example, when they first arrive into the home they take their shoes off and place them in a designated area of the hallway. Children are polite and courteous saying 'please' and 'thank you' and patiently listen and wait their turn when others are speaking. Children follow house rules, show a strong sense of security and feel safe within the setting. The children's imaginative skills are wonderful. They engage in various role play with small figures, play houses, cars, trains and fire engines. They play hide and seek and explore with telescopes, wearing pirate, police and cowboy hats to find the hidden treasure. Throughout the activities children use numbers and count up to ten before they search for their friends and treasure. They colour match and describe shapes of bricks as they use their problem solving skills whilst they fit the bricks into the correct places on the board. Their language skills are developed through thought provoking questions and critical thinking which is promoted by the childminder and effectively enhances their vocabulary. They have immense fun laughing and playing harmoniously with one another and the childminder.

Children's art work is displayed, demonstrating that it is valued by the childminder. Children have participated in fundraising activities to support children in Africa. They make paper chains and decorate them with stickers and by using crayons and felt tips. A poster made by the children showing areas in Africa with positive images of children from the country is displayed on the wall. The childminder very sensitively and positively holds conversations with the children about others around the world, which supports children immensely in helping them to understand and respect other people's cultural and religious differences and needs. The childminder clearly understands the importance of encouraging the children to engage in a very wide range of activities, both in the home, garden and community. Children attend local groups such as a toddler group and a local authority support centre, where they successfully build on their social skills with other children and experience differing activities. The outdoor area is well resourced with a very good range of equipment, which children use in all weathers. This effectively promotes a healthy attitude to fresh air and exercise, whilst developing children's large muscle skills.

The childminder provides a good range of healthy snacks and helps children to follow appropriate hygiene routines. The childminder very enthusiastically introduces new foods for the children to try such as haggis for Burns Night. Children know to wash their hands after they have used the toilet, handled the pet rabbit and before eating. The childminder makes every effort to fully support such

practice, which is supported by posters and pictures around the home reminding children of the routine. The independence skills of children are effectively promoted. They help themselves to their own drinks when they are thirsty and put on and take off their own coats and shoes. Children are taught about safety issues as part of the daily routine. They practice the evacuation procedures so that they know what to do in the event of an emergency. The childminder encourages children to walk carefully next to the pushchair and to listen and look for cars when on outings, this helps children learn to keep themselves safe. Children have very good opportunities for preparing for the future. They play with programmable toys, such as, toy computers, investigative toys and electronic games. They access mark making resources with confidence and skill and use numbers and learn new words in every day activities and events. Overall, children are provided with very good opportunities that work extremely well to enhance their all-round development during their time with the childminder.

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	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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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