

Inspection report for early years provision

Unique reference number	EY249048
Inspection date	17/11/2009
Inspector	Linda Phillips
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003 and lives with her husband two children, aged four and seven on the outskirts of Grimsby in North East Lincolnshire. The ground floor of the home is used for childminding including toilet facilities. On the first floor two bedrooms are registered, one used as a playroom, the other as a room where children sleep. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

When working alone, the childminder is registered to care for a maximum of five children under eight years old at any one time, including three in the early years age group; two of whom may be under one year old. When working with her co-worker or assistant, she is registered to care for a maximum of ten children under eight years old, including six in the early years age group, of whom two may be under one. Currently there are 25 children on roll, of whom 14 are in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an inclusive and extremely homely environment where they are offered an extensive range of opportunities and activities. They are making good progress in their learning and development as the childminder is confident in ensuring the Early Years Foundation Stage framework is delivered and although children's next steps of learning are identified they are not consistently recorded. Partnerships with parents are extremely effective. They are kept fully informed of all issues relating to children's care and learning, although partnerships with others delivering the Early Years framework require further developing. The childminder has a clear written system in place for self-evaluating practices and is able to identify her own strengths and intentions to bring about further improvements to the provision and outcomes for children. She has addressed all recommendations from her last inspection well.

What steps need to be taken to improve provision further?

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

- ensure the records of accidents and first aid treatment is dated by parents
- further develop systems for identifying and recording children's next steps of learning
- further develop close working partnerships with other practitioners delivering the Early Years Foundation Stage framework

The effectiveness of leadership and management of the early years provision

The childminder demonstrates she clearly understands her role in safeguarding children to ensure they are protected from harm. She has a written procedure which is shared with parents for reporting any concerns, and the Ofsted telephone number is displayed on the playroom wall. As the childminder has a co-worker and an assistant, children are closely supervised at all times which enhances their safety. Although detailed records are maintained of accidents and the childminder takes appropriate actions when incidents occur as she holds a valid first aid certificate, parents do not always date the entry when providing signatures as additional proof when they are informed. Detailed written risk assessments are carried out including, for example, regular outings and safety checks carried out within the home, and the childminder uses these to minimise the risk of any hazards.

The childminder has formed very positive relationships with parents. She shares information about the children each day through conversations, completes daily diary sheets regarding sleeps, meals and activities, and arranges evening meetings with parents at their convenience to discuss any issues. Parents are asked to provide signatures as proof they have read and understood relevant policies and procedures and a wealth of additional general information being available to them, for example, health and safety issues. Although the childminder has established links with other providers delivering the early years statutory framework at a local pre-school this is not recorded and requires further developing to ensure consistency and continuity in children's learning.

The childminder makes excellent use of resources. In addition to toys, play materials and available equipment she also plans the working hours of her co-worker and assistant according to numbers, ages and the individual needs of children present. Each have their own roles and responsibilities, for example, school runs and cooking duties, and clearly work as an effective team.

Children are becoming extremely independent and confident. They enjoy a well planned good balance of adult led activities, for example, when being supported in creative activities such as sticking different materials on to pictures of fruit, and when experiencing tactile sensations drawing shapes in bowls of glue-type mixtures using fine motor skills. They also enjoy free play activities, such as playing with a large wooden shop, where they imaginatively sell foods to one another using a till and credit-card swipe machine, knowing Pin numbers have to be pressed onto the key pad to make it operate. The excellent range of good quality age appropriate toys, play materials and resources are easily accessible for self-selection within the carefully laid out playroom. The childminder plans activities and opportunities each weekend for the following week, taking into account children's individual needs, wishes and their interests and she makes good use of the available space within her home and garden.

The childminder has introduced a written system for self-evaluating her setting and practices, and confidently discusses aims and aspirations for the future, which

include, for example, an extension to the home to enable additional space for the children to learn and develop in.

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

The childminder provides an inclusive setting where all families are welcome in the home and new children settle extremely quickly. She is well organised and ensures children are offered a wealth of opportunities and activities through them having easy access to a wide range of good quality toys, resources and play materials both indoors and out.

The childminder is continuing to develop her understanding of the EYFS framework and supports all children in helping them to make good progress in their learning. Starting points are discussed with parents who complete "all about me" sheets at home which are then returned to the childminder who uses these as a base to identify what children can and cannot do. For example, babies are progressing from using cups with lids to cups without, and sleep patterns are respected to ensure they have enough rest whilst snuggling up with their comforters. Although the childminder confidently identifies children's next steps of learning verbally she does not however record this consistently for parents to see their progress. The childminder does, however, make excellent use of photographs and makes them into wall displays in line with "staying safe", "being healthy" and "enjoying and achieving" and depict children participating in a wealth of activities in line with the different areas of learning such as creative and physical opportunities.

Children are learning about healthy lifestyles. They are served with home-cooked nutritious meals, for example, lasagne and meat pies, and are actively encouraged to try new foods with at least five portions of fresh fruit and vegetables daily. Children confidently talk about how eating all their meals and snacks makes muscles grow and makes them strong. Where children bring packed lunches savoury items are served before sweet foods are eaten, and additional dietary information is sought from parents and respected. Daily opportunities arise for the children to have fresh air and exercise. They have access to the garden which contains a climbing frame, slide and swing as well as goal posts for playing football. They also visit local parks, a children's centres and enjoy playing at a soft play centre for additional robust and energetic play on larger pieces of equipment. Children are confidently learning about and displaying good hygiene practices including, for example, lining up outdoor shoes at the kitchen door ready for outings, and regular hand washing and using additional wipes after creative activities. They also learn the importance of looking after their teeth as some children bring tooth brushes with them.

Children are learning about keeping themselves safe. They are all involved with regular emergency evacuation procedures and their names are recorded to ensure they are all included over a short period of time so they become familiar with procedures. Children know to sit carefully on booster seats at the table to prevent them from having accidents, and whilst being transported in the people-carrier, older children help the younger ones to fasten appropriate restraints before these

are rechecked by the childminder to ensure their safety. The newly purchased floor standing set of traffic lights enables children within the home to learn and practice road safety. Children make games of helping to tidy up, for example, dolls are put away in the doll-box and building blocks collected up to prevent them tripping on unused items. The childminder has clear boundaries regarding behaviour and teaches children right from wrong. As a result of this, children confidently play well together, for example, taking turns and sharing. Systems for reinforcing positive actions include lots of verbal praise, the giving out of reward stickers, and nominating a "star of the week" for successful achievements.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----