

Inspection report for early years provision

Unique reference number	EY284807
Inspection date	25/03/2011
Inspector	Kathryn Clayton
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.

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 April 2004. She lives with her partner and 11-year-old daughter in Hemswell, Lincolnshire. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight at any one time. She currently cares for 11 children, seven who are in the early years age range. The family keeps a pet dog. The childminder holds a National Vocational Qualification to Level 3 in Children's Care Learning and Development. 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.

The childminder provides a friendly service where the uniqueness of each child is recognised and their individual needs are met. This helps all children to progress well in their learning and development. All aspects of the home environment and most resources help to promote children's learning. The childminder adopts very effective safeguarding procedures so that all children are protected. The childminder successfully evaluates the service she provides, identifies areas for development and makes continual improvements to her childminding provision.

What steps need to be taken to improve provision further?

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

- provide resources that raise children's awareness of disabilities.

The effectiveness of leadership and management of the early years provision

There are a good range of policies and procedures which promote the welfare of the children who attend. The childminder makes sure she is up-to-date in her understanding of how to safeguard children's welfare by undertaking relevant training. She understands her responsibilities to report any concerns about a child's welfare to the appropriate agency. The childminder makes sure parents know how to make a complaint should they wish to. The childminder has undertaken a relevant qualification since the last inspection, often attends training and is involved in a number of programmes which help her to develop and improve the service she provides for children. One example of these is the 'Every Child a Talker' programme. The childminder canvasses the views of parents and children which help her to evaluate and improve the service. Some examples of improvements that have been made recently include; providing raised beds in the garden so that children could be involved in planting activities and re-organising toys so they are readily available and easily identifiable.

The childminder has a very clear understanding of the individual needs of the children who attend. She works closely to make sure children's dietary and medical needs are met. Children learn to respect and value everyone and there is a welcome poster in various languages displayed in her home, although there are no resources that raise children's awareness of disabilities. The childminder develops strong relationships with parents who are very complimentary about the service their children receive. They are kept well-informed, through daily discussions, reading a diary and their child's learning journey. The childminder and parents work together to help children's learning, for example, when providing specific resources that are of interest to children. The childminder works well with other agencies, for example, the local authority. She also makes sure that the school children attend are kept informed about the children's time with her, by sending in a daily diary and information slip about the day's activities.

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

Children have an interesting time with the childminder. They enjoy good indoor and outdoor experiences and also visit a number of local groups, the library and a local farm which all enhance their enjoyment. The childminder observes children as they play, identifies areas to develop their learning and plans for their progression. This means that children make good progress in their development and learning. Children start to learn about their own safe boundaries and grow in confidence, because the childminder gives them a chance to explore their surroundings giving a sensitive overview to ensure they are safe. When on visits children wear information which gives the childminder's number as a contact should it be needed. Children learn about the benefits of having a healthy lifestyle, they eat healthy fruits as snacks and learn about the importance of hand washing at all appropriate times. There is foam soap, a step, individual towels for hand drying and a poster to prompt them. Children are very active, they run in the garden and use the good range of equipment, such as, two slides, a swing and a number of small wheeled toys.

Children learn about how to grow food as they plant potatoes, radishes, strawberries, onions and leeks. They are also involved in caring for the plants, harvesting and eating them. They help to make compost by adding leftover food and this helps them learn about sustainability. Seeing tractors working in the fields and animals in the village or on visits means children engage with the natural world in a meaningful way. The childminder effectively helps children to learn as they play, for example, when children explore jelly, they are introduced to new vocabulary, encouraged to use their senses as they smell and feel it and watch it melt. The childminder develops a close relationship with children. She encourages them to learn to be polite, maintains a positive atmosphere in the home which means children behave very well. Children make their own choices of what they would like to do and some adult led activities are provided. The childminder uses the interest of children to help her promote their learning, for example, vehicle toys and activities are provided for children with an interest to prompt their mathematical thinking and language development.

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	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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