

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Angela Hufton
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 has been registered since 2004. She lives with her husband and two children, aged five and eight years, in a house in the city of Lincoln. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. Amenities such as primary and secondary schools, a playgroup, toddler groups, shops, a library and a park are within walking distance.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children in the early years age range at any one time and currently looks after five children in this age group. She also cares for four older children under eight and four children over eight years. All children attend on a part-time basis. The childminder is a member of the National Childminding Association and the local childminding group. She has a Level 3 qualification in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development in this welcoming and friendly inclusive setting. Effective systems are in place to share information with parents to promote continuity of care. Policies and procedures are successfully implemented to ensure that children's welfare needs are met. The childminder demonstrates a commitment to evaluating her practice and making changes or improving her knowledge and skills to benefit the outcomes for children. Partnerships with other settings that children attend are in the early stages of being established.

What steps need to be taken to improve provision further?

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

- analyse observations and highlight children's achievements, or their need for further support, to ensure their progress towards all the early learning goals, enabling parents to contribute to this process and ensuring it complements the education and care children receive in other settings
- review the risk assessments to ensure they cover anything with which a child may come into contact, promoting children's safety and well-being
- extend self-evaluation and quality improvement processes as the basis of on-going internal review with particular regard to levels of details in records, the use of space within the home and the use of first hand experiences to help children learn about diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues to ensure that children are safeguarded in the event of any concerns. She has recently attended training to update her knowledge in this area. Risk assessments generally contain relevant information and overall support the childminder to provide premises that are safe for children to play in, however, the risk assessment does not include everything with which a child may come into contact. The home is secure and children are kept safe through good levels of supervision. The childminder demonstrates a commitment to improve her knowledge and skills and has completed a Level 3 qualification in childcare. She uses information gathered from her course as well as other training to evaluate her own practice and identify areas for improvement. For example, looking more closely at the activities provided and which areas of learning they cover to provide a broad and balanced curriculum for the children who attend. She is developing the range of first hand experiences to help children learn about the similarities and differences between others. The childminder demonstrates a willingness to improve. She effectively manages the policies and procedures to ensure the safety and welfare of the children who attend and meet their needs. These generally are well maintained and the childminder is aware of where she can improve further, such as, including more detail in her accident records.

Children have access to a good range of toys and resources. They enjoy choosing what they play with and often come back to toys and resources they were playing with earlier. They move freely around the childminding rooms and are able to go outdoors with relevant supervision from the childminder. The childminder considers children's interests, stage of development and what support is needed when planning activities. She has developed good relationships with parents who are pleased with the quality of care provided. The childminder provides daily verbal feedback for parents to keep them informed about what their child has been doing and they have access to their child's development file at any time. However, systems to share information about children's learning and development to support their progression are not yet fully developed to ensure all aspects are shared with other providers. The childminder ensures that parents receive information about the setting through a good range of policies and procedures. She works closely with all parents to support children with any additional needs.

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

Children make good progress in their learning and development. They are comfortable and confident with the childminder who has a good relationship with them. They benefit from her interaction as she gives guidance as well as asking questions to promote children's learning. For example, she explains how to do something and encourages the children to try for themselves. Frequent discussion promotes children's communication skills. The childminder adopts a 'High Scope' approach and encourages the children to have a belief in themselves, promoting

their self-confidence to try new things and do well for themselves.

Children enjoy regular creative play as they participate in role play or do a craft or painting activity. For example, making a birthday card using hand prints, colouring cut out soldiers as part of a history project or threading beads to make a bracelet. Their small muscle skills are promoted as they use different tools and resources and are encouraged to make marks, progressing to early writing. They have good recall skills and remember what toys and resources there are and ask for particular ones if they are not out. They talk excitedly about previous favourite outings, such as, a trip to the aquarium and when there was a beach set up in the local town centre. Children are given good support to develop skills in different aspects of problem solving, reasoning and numeracy. They use positional language spontaneously during play and persevere at tasks for long periods of time. They also learn how to keep themselves safe as, for example, the childminder clearly explains to young children why they have to have straps on in the pushchair and why the older child must stay close and hold on.

Children develop good relationships with other children at the setting and are kind to others. They happily engage in solitary play and seek out toys and resources and start playing a new game. They are confident to ask for help when needed and are encouraged to be independent in all aspects, for example, toileting and hand washing. Children enjoy playing outdoors and relish opportunities to be outside, such as, playing in the snow and visiting parks in the area. They develop their understanding of others and of differences as they play with resources that represent disabled people and engage in activities around different festivals. Recently they explored Chinese numbers at the Chinese New Year. Children enjoy healthy options at meal times to promote their understanding of a healthy lifestyle. Children demonstrate they understand the rules of the setting to promote their own safety, for example, they do not attempt to go out of the passage onto the pavement until the childminder says it is safe.

The childminder has effectively used her training to plan activities based on children's current interests and areas they need further support in, to ensure each child's inclusion. Useful information is recorded regularly about children's achievements. This information is then used to provide a summary of children's progress as well as a record of where children are at within the areas of learning. The childminder has identified where she needs to develop this further as part of her self-evaluation and is considering ways to improve her observations and assessment to inform planning equally across all areas of learning. She is extending ways to share these records with parents and other providers so they can also contribute effectively to enhance children's 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	3
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
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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	3
The extent to which children develop skills for the future	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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