

Inspection report for early years provision

Unique reference number	EY299894
Inspection date	08/01/2009
Inspector	Gill Ogden
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in January 2005. She lives with her husband in the town of Scunthorpe, North Lincolnshire. The whole of the ground floor and one bedroom and the bathroom on the first floor is used for childminding. There is a fully enclosed garden available for outside play. The home is accessed by a driveway and small enclosed entrance porch and there is a downstairs toilet. All amenities are within walking distance and the childminder uses public transport regularly. The family keeps a dog, cat, rabbit, frog and African land snail as pets.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for eight children, some of whom are part-time. She holds a relevant Early Years qualification.

Overall effectiveness of the early years provision

Children are very settled and enjoy their time with the childminder. They are fully supervised so that their individual learning and welfare needs are consistently met. Parents are kept very well informed about their children's progress so they become effectively involved in their children's learning. On the whole, the childminder knows her strengths and weaknesses and is able to plan for improvements.

What steps need to be taken to improve provision further?

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

- set out and store toys and play resources to better support children's self-initiated play
- ensure regular routines are implemented to keep the premises clean at all times.

The leadership and management of the early years provision

All the records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are maintained well and kept accurately. All policies and procedures are in writing and parents are given their own copy. The childminder has a strong awareness of her safeguarding responsibilities and has very clear policies and procedures in place related to this. Clear records of risk assessments are in place for the home and regular outings. There is a range of toys and resources for children to use and which are suitable for them. The childminder shows she has a good capacity to make improvements to her provision because she has fully considered the recommendations made at her last inspection and has plans in place to make some further improvements. She has attended several training sessions, including quality assurance ones, to help her to start to deliver the Early Years Foundation Stage appropriately. The

childminder is able to adjust activities easily to include children with additional needs because she has lots of experience in working with them.

The views of both children and their parents are considered carefully on an ongoing basis, as a result, of daily discussions and occasional questionnaires. Some excellent systems are in place to ensure parents are fully informed about their children's learning and progress. As well as regular chats the childminder keeps a daily diary that contains information about what children should be learning, the childminder's role and evidence of children's learning in the different areas. She also writes a termly report which includes suggestions for children's next steps and space for parents to respond regarding what they have observed about their children. The childminder is very alert to children's abilities, for example, noticing that a baby has made a brief attempt to crawl rather than shuffling on her bottom.

The quality and standards of the early years provision

Children are supported well by the childminder to make good progress in their learning and development. Plans for possible activities relate to children's interests to ensure that they will enjoy them and be engaged in them for a time. Children are able to move around the house fairly freely, for example, when they have finished messy play in the kitchen/diner they take themselves through to the lounge, informing the childminder about the pretend play they want to do. Some resources are accessible to them but too often children have to ask the childminder to get things for them and this limits them in fully self-initiating their own play. All children are included well in activities. For example, when two children are playing with pasta shapes in a floor standing tray and having a good time mixing them around and pouring them into containers the childminder makes sure that the baby is securely seated where she can see them and has a bowl and spoon of her own to 'mix' with. The childminder similarly ensures that when she provides different tools for the children, such as, wooden and metal spoons as well as plastic she gives the baby a wooden spoon also. When the children move on to play with bricks the childminder again gives the baby a brick to play with whilst she sits on the childminder's knee and watches the others building. Children learn about amounts and colours naturally because the childminder asks them, for example, how many spoons they have and what colour a spoon is when she hands it to a child. They learn to identify between different pieces of cutlery, when a child includes a fork in her spoon counting and the childminder checks with her that she knows that it is not a spoon. The achievements children make each day are noted by the childminder and sometimes she takes photographs to demonstrate the progress they are making. This is used effectively to plan for the future.

Close attention is paid to children's welfare needs. Safety equipment, such as, smoke alarms are in place a checked regularly and a range of other safety equipment is fitted appropriately. Children learn to keep themselves safe through, for example, taking part in evacuation drills and following road safety procedures when they are out walking. They develop good personal hygiene habits, such as, hand washing diligently and the routines for nappy changing are appropriate. However, cleaning routines in the home do not ensure that the environment is

always kept hygienic enough. Children enjoy their meals and posters are displayed at their eye level on the fridge and freezer which remind them about healthy fruits and vegetables. They get exercise and fresh air each day when they go on the school run as well as when they play outdoors or visit the park. There is enough room indoors for babies to learn to crawl and walk and solid furniture supports them in their efforts. Children are prompted about using their manners regularly and younger ones are gradually learning the difference between 'please' and 'thank you'. They are supported sensitively to learn about sharing and 'not snatching' from each other. Inappropriate behaviour like this is challenged appropriately by the childminder so that children begin to learn good habits from an early age that will lay secure foundations for their future needs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.