

Inspection report for early years provision

Unique reference number	EY345558
Inspection date	30/03/2011
Inspector	Melanie Arnold
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 2007. She lives with her husband and three children in Bassingham, Lincolnshire. The whole house is used for childminding, with most play taking place on the ground floor and bathroom facilities located on the first floor. The premises are accessible by one step and there is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts 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 satisfactory.

Children are cared for in a secure home where mainly effective systems safeguard them from potential harm and promote their welfare. Children are appropriately supported and their individual needs met because the childminder recognises the uniqueness of each child. Children enjoy participating in a suitable range of activities and play experiences, which enables them to make satisfactory progress in their learning and development. The childminder works effectively with parents and carers and she is aware of the importance of developing links with other providers to promote an integrated approach to children's care and learning. The childminder has made some improvements since the last inspection and she uses a suitable system of self-evaluation to monitor her practice.

What steps need to be taken to improve provision further?

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

- ensure accurate records are maintained and dated for the administration of medication
- provide positive images and resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- encourage children's learning during activities by asking carefully framed open-ended questions, such as 'how can we....?' or 'what would happen if....?'
- develop further awareness of responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental health Department.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm, welcoming home where internal space and resources are organised well to meet their needs. The childminder implements a range of appropriate policies and procedures to protect children from potential harm and promote their well-being. For example, the childminder uses a clear record of risk assessment to identify and minimise potential risks for inside and outside of the home, as well as for outings. She maintains a current first-aid certificate to ensure children's well-being is protected at all times. The childminder has also made improvements to her practice by working on one of the recommendations raised at the previous inspection. She has completed safeguarding training, which has helped her to develop a satisfactory knowledge of child-protection procedures. All necessary records, documents and policies are in place and they are generally completed with appropriate information. However, medication records are not always dated and they do not provide sufficient detail about the medication which has been administered, to ensure full and accurate information is maintained to protect children's well-being.

The childminder works effectively with parents and carers, gathering and exchanging clear information continually. This ensures each child is recognised and valued in line with their individual backgrounds and beliefs. It also enables the childminder to establish and build on children's specific starting points. Parents comment positively about the childminder's setting. They confirm their children are very happy and settled in her care and they feel fully informed about their children's daily routines and progress through the information provided by the childminder. The childminder is aware of the importance of sharing information with other providers when the care of children is shared, to ensure children benefit from continuity of care and learning. The childminder promotes the inclusion of all children, ensuring everyone is valued and treated equally. Activities are adapted and children are provided with appropriate support to ensure they are all included. The childminder has developed her practice by working on most of the recommendations raised at the previous inspection. For example, the childminder now provides children with a suitable range of activities to promote their awareness of cultural and religious events. However, she has yet to develop further her range of toys and resources to reflect positive images of differences and diversity, in order to promote children's awareness of wider society fully. The childminder monitors her practice and procedures through an appropriate system of self-evaluation, which helps her to identify her strengths and some priorities requiring further improvement.

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

Children are happy and settled in the safe, secure environment, with younger children showing high levels of confidence as they march in and immediately make themselves at home. Children's health and safety is protected through the vigilance of the childminder and through the implementation of her generally clear practices

and procedures, which help to minimise the risk of cross-infection. For example, parents are made aware of the childminder's policy relating to the exclusion of children when they are ill or suffering from an infectious illness. Children learn the importance of developing good hand-washing practices as part of the daily routine from a young age. They are also encouraged to be active through daily walks to and from school and through regular opportunities to play in the garden or at the park. The childminder promotes healthy eating, encouraging parents and carers to provide healthy, nutritious meals and snacks for their children when they provide these from home. The childminder then cooks or re-heats the food as appropriate. However, the childminder has not confirmed her responsibilities with regard to the provision of food with the Local Authority environmental health department, to ensure she is meeting all requirements fully. Clear outings procedures are adhered to, ensuring ensure children remain safe when they are away from the childminder's home. Children's awareness of maintaining their own safety is well promoted through discussions and regular events. For example, children learn to cross the road safely during walks and outings and they learn how to evacuate the home safely and quickly when they practise the fire drill. Children also enjoy listening to stories relating to safety issues, which reinforces their awareness of how to keep themselves safe.

Children are making satisfactory progress in their learning and development. They enjoy playing in the well-resourced play room, where developmentally-appropriate toys and resources are stored to provide them with easy access. Children happily engage in a suitable range of activities delivered through indoor and outdoor play because the childminder takes the lead from the child, spontaneously seizing opportunities and basing activities on children's specific interests. However, this sometimes results in missed learning opportunities as the childminder does not always effectively extend and build on children's experiences through using open-ended questions to fully challenge them during play. Observation files show children's interests and achievements, with the childminder continually referring back to the Early Years Foundation Stage practice guidance to ensure children are making appropriate progress in all areas of learning. Children access a suitable range of information, communication and technology toys and resources, which they use to support their learning. They enjoy developing their creativity during art and craft activities. For example, children show excitement as they sit down to make a card for their mummies for Mothers Day. The childminder shows them a pre-cut card, which spells the word 'mum' and she asks them to identify the word as she phonically spells it out to them. Children receive praise and encouragement as they correctly identify the word. Older children have fun as they use lots of glue and collage materials to decorate their card. Younger children receive appropriate support as they engage in the activity, with the childminder supervising them to ensure they put the collage materials onto their card and not into their mouth. Children are appropriately introduced to colour and numbers through everyday play opportunities. Their problem-solving abilities are promoted as they complete shape sorters and puzzles. Older children enjoy playing with magnetic shapes, choosing a picture to follow, which identifies the different shapes they will need to build a house. With the support of the childminder, children correctly choose the right pieces, fitting them together as they construct their house. Children are learning to share and interact with their peers as they play together. Their good

behaviour is promoted and the childminder uses relevant systems to manage any unwanted behaviour.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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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