

Inspection report for early years provision

Unique reference number	EY347328
Inspection date	03/05/2011
Inspector	Carly Mooney

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 children aged 10 and eight years old in Grantham, Lincolnshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools. The family has a pet dog, cat, hamster and fish.

The childminder is registered to care for a maximum of four 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 five 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. The childminder supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy secure relationships with the childminder. The childminder provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. Systems to observe and assess children's progress are generally developing well. Close, positive relationships have developed with all parents and information is shared. The childminder understands her strengths and weaknesses and has been able to identify realistic steps for development in order to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the use of children's next steps in planning and assessment to show that they relate to individual learning and how and when next steps identified have been met
- ensure the complaints procedure is updated with current Ofsted contact details.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of safeguarding issues and is familiar with the local procedures for reporting and recording any concerns she may have. Effective risk assessment systems are in place for both the home and outings,

which identifies hazards and ensures appropriate action is taken to keep children safe. The childminder has a good range of written policies and procedures which effectively underpin her practice and promote children's health, safety and welfare. Although, the childminder's complaints policy has not been updated with the current information for parents to contact Ofsted directly.

Children are comfortable and familiar with their surroundings and access a range of age appropriate toys in the lounge independently. This includes a variety of resources which enable children to subtly explore ethnicity, language, religion and culture within their play. Children have access to a well equipped garden on a daily basis, which has been attractively organised to promote different areas of learning. For example, a chalk board erected on the fence. The childminder demonstrates clear knowledge and understanding of all children's families and backgrounds to ensure she can meet children's needs effectively, including those who require additional support.

The childminder has built close, secure relationships with all her parents which benefits the children's time at the setting. A daily diary is shared with parents of very young children and verbal information exchanged at drop off and collection times. Parents have been made aware of the Early Years Foundation Stage and have access to their child's record of achievements at anytime. The childminder understands the importance of building up good relationships with other providers who deliver the Early Years Foundation Stage and has procedures ready to be implemented when the situation arises.

The childminder is clearly committed to maintaining continuous improvement and has kept her knowledge and understanding of childcare up-to-date through attending training courses and completing the first year of a childcare degree. She is aware of her strengths and weaknesses and is pro-active in implementing changes she feels will improve outcomes for children.

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

The childminder is loving and caring and has secured close relationships with the children she cares for. Children new to the setting have settled well and enjoy close contact with the childminder. The childminder is secure in her knowledge of how children learn and provides a good balance of child-initiated and adult-led activities which are stimulating and interesting to children. For example, children freely access a range of dressing up clothes in which to express their creativity and imagination. The childminder observes and assesses children's progress through observations which are linked to the early learning goals. However, next steps identified are not always meaningful and linked to individual learning. There is limited evidence of how next steps have been achieved.

Children's behaviour is age-appropriate with gentle reminders and clear explanations from the childminder regarding sharing. She ensures she uses lots of praise and encouragement to reinforce good behaviour and instil confidence and self-esteem. Children happily engage themselves in their chosen activities and

express themselves dressed in a variety of outfits, such as, a racing driver, pirate and fairy. Children are encouraged to develop their early literacy skills as they independently access books and make marks with the chalks outside. Babies enjoy exploring their environment and squeal with excitement as they shake the large beads to hear the sounds. Children access a range of small world resources, such as, a dolls house, farm and car garage to encourage their imaginative skills. They visit different groups for participating in a range of activities and socialising with their peers and visit places of interest, such as, the library and local garden centre to extend their learning.

Children's health, safety and welfare are effectively promoted. The childminder maintains clear accident and medication records and holds a current first aid qualification so that she is able to suitably deal with minor injuries. Children gain an understanding of how to keep themselves safe by practising regular fire drills. Meals and snacks are provided by parents who are made aware that the childminder promotes healthy eating within her setting. Children are learning to keep themselves healthy by adopting personal hygiene routines, such as, hand washing after using the toilet. The childminder displays reminders by the sink and children use individual flannels to prevent the spread of infection.

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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