

Inspection report for early years provision

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Inspection date	24/05/2011
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.

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Description of the childminding

The childminder was registered in 2007 .She lives with her husband and children aged 10 and six in Sleaford, 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 and pre-schools. The family has a pet tortoise, two hamsters and fish.

The childminder is registered to care for a maximum of five 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, most 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. She is a member of the National Childminding Association.

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. She provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. Excellent partnerships between the childminder, parents and other providers have been established. The childminder has clear systems in place to monitor and evaluate her practice and demonstrates a firm commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems used to observe and assess children's achievements, with regard to clearly identifying children's individual learning intentions.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder demonstrates a good understanding of child protection procedures. She attends regular training to keep her knowledge up to date. The childminder conducts thorough risk assessments of the home and any outings children participate in. Daily checks ensure any hazards are quickly identified and minimised to keep children safe. Close Circuit TV cameras allow the childminder to see who is approaching the house and provide

extra security. Documentation, including parental permissions, registers and records which are required to support childminding are effectively maintained. The childminder shares a range of well-thought-out policies and procedures with parents which reflect the good practice at the setting.

Children are very warmly welcomed into the childminder's home and settle extremely well due to the vibrant environment presented to them both inside and outside. Toys and resources are attractively arranged and accessed independently in low-level storage. The childminder effectively uses the different areas of her home to support children's development, whilst also maintaining a real homely feel. The childminder has a secure knowledge of each child and their backgrounds and constantly liaises with parents to ensure their continuing needs are met. The childminder understands the need to enable children to become aware of similarities and differences in people and tries to teach children about values and respect through her resources.

Excellent relationships have been formed with all parents who are extremely complimentary about the care provided. Information about the setting is consistently shared in regular newsletters and parents receive detailed information about their child's day in daily diaries. These are used effectively by parents as a two way flow of information to share essential information about their child's care needs and learning from home. Parents actively contribute to their child's learning by providing resources such as family photographs when looking at 'all about me'. Very effective partnerships have been established with other local providers that some children attend. Constant exchanges of information about children's learning in both settings, both verbally and through a superb diary system, are in place. This supports children's achievements and well-being across each setting exceedingly well.

The childminder self-evaluates her practice, taking into account the views of parents and children. She has effectively met the recommendation from the last inspection, which further safeguards her and the children she cares for. The childminder has identified further training she wishes to attend which will improve outcomes for children, such as observation and assessment and supporting children with learning difficulties.

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

Children are comfortable in the childminder's home and are happy in her company. They enjoy looking at family photographs together, with the child encouraged to describe who and what they can see in the pictures which supports communication skills. They are familiar with the routines of the day and settle easily for a sleep when tired. Children gain a true sense of belonging as their pictures are highly valued and attractively displayed. Children's Wellington boots line up at the back door and they help themselves to their individual watering cans to water the plants and vegetables they have grown.

The childminder has a good understanding of how children learn through play and provides a wide range of activities and experiences which help them make good progress in their learning and development. Resources are purposeful and developmentally appropriate, such as a range of jigsaws to suit different ages. The childminder demonstrates verbally that she knows the individual stages of development of the children she cares for well and accommodates children's interests in to her activities. For example, creating launderette role play for a child who loves to help clean. The childminder regularly observes and assesses children's progress and makes good use of photographic evidence to support the learning that has taken place. However, identified next steps do not always link closely to the individual child's learning intention.

Children spend quality time in the fresh air as the childminder has a covered area in her garden leading from the play room, which means children can still access outdoors in bad weather. Children walk daily to and from the local school and the childminder makes very good use of the local park and the apparatus in her garden to support children's physical skills. For example, children are learning new skills, such as bouncing, through the use of the trampoline and confidently climb the steps on the climbing frame with the childminder's support. Children independently access a wide range of art and craft materials to create their pictures and express their creativity which is valued by the childminder.

Children behave appropriately for their age and are learning good skills in sharing and turn taking through effective role modelling by the childminder and receive constant praise and encouragement. Children play in a very safe and secure environment, where they actively contribute to keeping themselves safe. For example, they participate in regular fire drills, discuss stranger danger and are reminded of road safety on a daily basis. A visual fire drill put together by the childminder helps to support very young children's understanding of the process and is kept amongst the other books for independent access. Food provided by the childminder is healthy and nutritious and effectively supports children's understanding of a healthy diet. An 'eat well' plate is displayed in the kitchen along with a visual menu and is used as a discussion point. Children have choice and input into the foods they would like to eat. Helping to grow a range of fruit and vegetables means that children gain a superb understanding of where food comes from. Children are also learning to keep themselves healthy by adopting personal hygiene routines such as hand washing before eating and after playing outside. The childminder works closely with parents regarding specific health care to consistently meet their needs. All documentation which safeguards children's health is maintained to a good standard and a valid first aid qualification allows the childminder to effectively deal with minor injuries.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
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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