

Inspection report for early years provision

Unique reference number	EY389317
Inspection date	28/07/2009
Inspector	Janice Walker
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 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 2009. She is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three young children in Coningsby, Lincolnshire. The home is within walking distance of all local amenities. It is accessible with car parking available at the front of the house. All areas of the property are used for childminding although this mainly takes place on the ground floor with bathroom and sleeping facilities available within this area. The rear garden is used for outdoor play. The family do not keep any pets. The childminder is registered to care for a maximum of three children aged under eight years, at any one time, one of these may be in the early years age range. She provides care all-year round. The childminder has a vehicle available for her use. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder meets children's individual needs as she establishes good relationships with parents and works closely with them to ensure that relevant information is shared. She plans activities based on children's interests, therefore they feel welcome and are happy and settled. They share warm and friendly relationships with the childminder and her children, and systems to promote their welfare are mainly secure. The childminder plans and provides a worthwhile range of practical play activities that help children to make progress towards the early learning goals. She is developing systems to track their progress although this is still in the early stages of development and not yet fully effective in ensuring they make the best progress possible. The childminder evidences a good awareness of her strengths and areas for improvement and has established effective systems and contacts to support her in continuing to develop and improve her provision.

What steps need to be taken to improve provision further?

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

- extend the risk assessment to include anything with which a child may come into contact, including the possible danger of slamming doors as a result of wind and draughts
- extend planning systems in to ensure activities fully cover all areas of learning in order to support children's progress towards all the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure clear written permission from parents is in place for each and every medication administered and keep a written record of all medicines administered to

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children (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The childminder has made a strong start to her childminding business. She has devised a useful range of policies and procedures which support the safe and efficient management of the provision. The home is well organised, allowing children to safely explore and enabling them to comfortably eat and rest as they need. Most documentation is in place although medication records do not meet the requirements of the Early Years Foundation Stage (EYFS). The childminder demonstrates a commitment to improving her provision; she has a good understanding of her strengths and areas she is less confident in and is pro-active in seeking help and advice to support continual improvement. She has acted upon advice from other child care professionals and has also attended numerous short courses to enhance her knowledge of relevant issues, such as child protection and healthy eating and uses her newly acquired knowledge to influence her practice. She keeps abreast of current issues through regular contact with other local childminders, relevant publications and by searching the internet.

Parents are provided with good quality information about the setting. Policies and procedures are shared which helps promote consistency and continuity for the children and a daily diary keeps them informed about what their children have been doing. Parents provide detailed information about their children at the start so that the childminder can respond appropriately to their needs, particularly with regard to medical details. Parents speak highly of the service provided by the childminder and the progress their children are making whilst in her care. Children are mainly well protected as the childminder has undertaken a comprehensive risk assessment of all areas of the home and of all outings she undertakes. She carries out a visual check of all areas used by children to ensure the risk of accidents is minimised and makes appropriate use of safety equipment such as stair gates and door fasteners on cupboards. She has however, over-looked the possible danger posed by the wind and draughts from open external doors which cause internal doors to slam. Play materials are suitable to children's levels of ability and are stored so that they can access them safely and independently, those not suitable for younger children are stored in a separate area out of their reach but accessible to the older children. The childminder demonstrates a sound knowledge of relevant safeguarding children procedures and shares a written policy with parents so that they are also clear of her responsibilities within these.

The quality and standards of the early years provision

Children have close relationships with the childminder, openly displaying their affection for her and her family through physical demonstrations. As a result, they are happy and settled in their environment, confidently moving around, making their own choices regarding their play and making their needs and wishes known. The childminder encourages young children's developing language skills as she

asks questions and initiates and engages in ongoing conversations as they play and share books. A range of resources including small figures, dolls and books reflect positive images of differences in society supporting children's awareness of the wider world. The childminder makes good use of outdoor space, using the area as an extension of the indoors. Children particularly enjoy designing and making their own creations with playdough in the outdoor area, enjoying the opportunity to explore with fewer constraints than when indoors, at the same time learning about the effects of the warm sunshine on their play materials. Older children enjoy making jewellery, demonstrating high levels of concentration as they persevere in threading their chosen beads onto string along with the ability to design and create patterns. The childminder makes some useful observations of what children can do and uses these to identify targets for future learning. However, these systems are not yet secure in ensuring that children make maximum progress because they are not yet well enough developed to cover all areas of learning and development.

Children's welfare is promoted well because they are cared for in a clean and well-maintained environment where they enjoy healthy options at meal times and regular fresh air and physical activity. They learn good hygiene practices through daily routines, with the childminder's gentle prompts along with posters in the bathroom reminding them to wash their hands. A clear policy regarding children who are ill and recommended abstention periods helps to minimise the risk of spread of infection. Positive steps are taken to ensure children's safety, for example, younger children are secured in push chairs or are held by reins and the childminder alerts them to possible dangers through discussion. Before embarking on outings, they recall safe rules regarding procedures for crossing the road and not talking to strangers. Indoors, continual reminders support them to understand why they need to sit properly on chairs to prevent falling off and to tidy toys away after use to prevent trips and falls. They also learn how to respond in an emergency through regular fire evacuation practices. The childminder encourages positive behaviour and respect for others through her consistent rules and clear explanations about what is right and what is wrong.

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?	2
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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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