

Inspection report for early years provision

Unique reference number	EY394894
Inspection date	22/11/2010
Inspector	Diane Turner
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 has been registered since 2009. She lives with her husband, who works as her assistant, and daughter aged four in an end terrace house in Barton-upon-Humber in North Lincolnshire. The whole of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on the first floor. There is an enclosed garden to the rear of the premises for outdoor play. The family has a number of pets, including a dog, five cats, a rabbit, and several chickens. The childminder and her husband are also foster carers.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for five children under eight years at any one time, two of whom may be within the early years age group. When working with her assistant the number of children who may be cared for at any one time may be increased to eight under eight years, five of whom may be in the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There is currently one child on roll who is within the early years age group and attends on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and cared for in an inclusive, healthy and safe environment where the uniqueness of each one is valued and nurtured. They are offered a broad range of activities that support their learning very well, and systems are in place to track their progress. However, these are not yet fully developed. Good relationships are fostered with the parents ensuring very effective channels of communication, and most of the required documentation is in place. The childminder regularly reflects on her practice and is proactive in promoting improvement thereby enhancing the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a record is kept of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 06/12/2010

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

- develop further the system for assessing children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in regard to child protection issues. For example, she has ensured all household members have been vetted and is confident in recognising the possible signs of abuse. She has a clear understanding of the Local Safeguarding Children Board referral procedures and this is reflected in her safeguarding policy. The childminder's home is safe and secure because she has assessed all areas for any hazards to the children's safety and taken effective action to minimise these. However, the childminder has not made a record of her assessment, which is a breach of the welfare requirements. Well thought out policies and procedures are in place to support the efficient management of the service and parents are given a copy of these for their reference.

The childminder gains a lot of pleasure from her role, discussing how it is very important to her that the children feel part of the family and are at ease in their environment. She organises her home well, enabling the children to move about freely and make independent choices from a good range of toys and resources, both indoors and outside. Child-height furniture, such as table and chairs, is available ensuring the younger ones can take part in activities comfortably. The childminder does not have any formal system for self-evaluation but she regularly reflects on her practice and has made some improvements since registering. For example, new fencing has been erected in the garden. To further improve the garden, and enhance the play and learning opportunities for children in this area, work is currently underway to provide a decked area and raised beds for planting and growing activities.

The childminder pays good attention to promoting equality and diversity. For example, she gains a wealth of information about the children's individual needs, including their care routines, interests and dislikes by asking parents to complete an 'all about me' form for their child before the placement begins. She actively encourages the children to learn about the diverse society in which they live through resources, such as books and dolls, and helps them to learn about festivals celebrated by other cultures, such as Eid. The childminder gives high priority to establishing and maintaining good relationships with the parents. For example, a good two-way flow of information is promoted through the use of individual daily diaries, where the childminder provides a detailed account of the child's day and parents record their observations of their child's learning at home and any changes to their routines. The childminder is fully aware of working in partnership with providers of any other settings delivering the Early Years Foundation Stage the children may also attend, to ensure progression and continuity of learning and care. However, the children currently being cared for do not attend any other settings.

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

Children make good progress in their learning and development because the childminder provides a wide range of learning opportunities, both indoors and outside, which are tailored to their individual interests. This ensures the children are keen to be involved in the activities and develop a positive attitude to learning. For example, the childminder describes how she provides play tools and pieces of wood for a child who is interested in building and repairing. Systems are in place to record and monitor the children's responses to the activities. For example, each child has a learning journey which includes the childminder's written observations and photographs of them at play. However, the childminder does not record which areas of learning the activity supports, to ensure there are no gaps in the children's learning and development.

The childminder is very successful in ensuring the children are suitably challenged by the learning experiences provided. For example, she interacts well with them as they use the building bricks, promoting their recognition of colour and understanding of mathematical concepts, such as size and position. Through lots of conversation and singing the childminder encourages the children's language skills and helps them to develop their vocabulary, and she encourages their imaginative play as they use dressing up resources and the train track. The children develop close relationships with the childminder and clearly feel very safe in her care, for example, they readily seek her reassurance when a little unsure of visitors to the home. She sensitively offers them their comforter if needed, and the children delight in involving her in their games, such as hide and seek, when lots of laughter is evident.

The children behave well because they know what is expected of them. For example, they know where to hang their coat, and they learn to be careful around the babies. The children have very valuable opportunities to learn in the outdoor environment. For example, they hunt for insects in the garden, talk about the weather each day and collect leaves, which they make into a collage, becoming fascinated by the changes in the texture as the leaves dry out. Through activities, such as growing strawberries in the garden and helping to collect the eggs from the childminder's chickens, they learn about sourcing food. Alongside this they have exciting first-hand opportunities to observe the process of chicks hatching from eggs and to watch them grow.

The childminder is effective in supporting children's good health and well-being. She has secure infection control measures in place and the children routinely learn about the importance of hand washing and nose blowing. The children learn how to dress appropriately for the weather and are encouraged to develop their independence as they do so. For example, taking off their own slippers and finding their wellingtons before going out. The children benefit greatly from access to fresh air and exercise as they use equipment, such as wheeled toys and trampoline in the garden, during the school run and through regular visits to the park. They learn to cross the road safely on their outings and about maintaining a safe environment indoors as they help to tidy away the toys after use, to prevent trips

and falls.

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	3

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	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	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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