

Inspection report for early years provision

Unique reference number	EY401842
Inspection date	18/05/2010
Inspector	Susan Riley
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. She lives with her husband and young son, in a village in the West Lindsey district of Lincolnshire, close to Lincoln. There are facilities close by, such as a park, school and shops. All areas of the home are registered, with care normally provided on the ground floor. There are bathroom facilities on both levels. There is an enclosed garden for outdoor play. The family has a cat.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for seven children, of which, four are in the early years range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to the local schools and pre-schools to take and collect children. The childminder holds a degree in Psychology including Child Development, 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 safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. All aspects of children's welfare are suitably promoted and ensure children are safeguarded. Each child's individuality is recognised by the childminder, which ensures their welfare needs are met and enables them to make steady progress in their learning and development according to the requirements of the Early Years Foundation Stage. The childminder is starting to use the self-evaluation process to identify areas for improvement to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- increase the range of resources and toys for both inside and outside to ensure that there are sufficient, challenging and interesting and that they can be used in a variety of ways, or to support specific skills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has implemented an effective policy and procedure which she shares with parents. The policy is clear in informing

parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Due attention is given to risk assessing outings with the children and a clear procedure is in place to guide practice when out in the community. Effective safety measures are in place with regard to the premises. All required records and documents for the safe and efficient management of the children are in place. Detailed policies and procedures are in place and these are reviewed appropriately.

Parent partnerships are promoted well through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. The childminder exchanges information with parents daily as she talks and shares records about what the child has been doing throughout the day.

The childminder demonstrates ambition, vision and drive to develop the provision further. She is starting to develop a system of self-evaluation. In order for her to demonstrate that she is effectively reflecting on her practice and identifying strengths and areas for development to maintain continuous improvement within her service. The childminder organises the environment effectively to ensure children have suitable areas for play and rest. She is aware of their individual needs and plans effectively to ensure toys and activities are accessible to all.

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

The childminder has good knowledge about how children learn and develop. Children are making good progress in their learning and are eager to get involved in the activities on offer. This is because the childminder knows the children well and structures the day around their interests and enjoyment. The system for observation and assessments of the children are in the early stages of being developed as the childminder has only been caring for children for a short while. The indoor environment is set up for children's learning and allows children free choice of activities and resources covering all areas of learning. However, the childminder recognises that that she has limited resources for the older children for both indoors and outside. Good warm and caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers frequently positive support, praise and encouragement. This helps to build children's confidence and self-esteem. The childminder is aware that children learn through play, she allows them to choose what they want to do but always has some planned activities. Children gain a sense of achievement as they see their work displayed and valued in the playroom.

Children are encouraged to develop good behaviour as the childminder fully

understands the different strategies to use with different aged children. She recognises that positive praise raises children's self-esteem and confidence. Children are beginning to understand boundaries, rules and limits and to understand why they exist. They are learning to use their manners and are encouraged to share and take turns. Children follow house rules and show a strong sense of security and feel safe within the setting. They are caring towards each other and help one another. Older children are caring when they play with the dolls.

Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practises and learning to cross the road safely. The childminder promotes children's health well by taking a range of positive steps to encourage healthy eating and to help them understand the importance of regular exercise. The younger children enjoy using the sit and ride toys and crawling through the play tunnel. Children are given a choice of different fruits for snack and readily enjoy their apple and banana. A healthy balanced diet is provided for the children and some parents provide their own meals for their children. The childminder is aware of keeping these foods safe in the fridge. Children's independence is promoted as they help themselves to drinks as they become thirsty. Meal times are social occasions where children benefit and learn good social skills and appropriate table manners. Children use their own colour coded towels to prevent the risk of cross-infection.

Children enjoy looking at books and the younger children love pressing the interactive buttons on the books. They problem solve as they fit the correct shapes into the shape sorter or as they complete jigsaw puzzles. The childminder has made her own welcome signs in different languages and display pictures to raise children's awareness of the wider world. They go out and about into the local community to learn about the wider world.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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