

Inspection report for early years provision

Unique reference number	EY413007
Inspection date	08/03/2011
Inspector	Kathryn Clayton
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 2010. She lives with her family in Barton-upon-Humber. She has two children aged four and seven years. Local shops, schools and parks are within walking distance. Children have free access to all downstairs rooms, including a kitchen-dining room, lounge, sitting room, hallway, conservatory and toilet. There is a secure outdoor area of the rear of the property for outdoor play. The premises are accessible via a small step to the front door. Children will be escorted to and from local schools. She is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register to care for four children, of whom two may be in the early years age range. There are currently four children on roll, of whom three are in the early years age range. The childminder is a member of the National Childminding Association. She holds a Home based Childcare Certificate Level 2 and a Level 3 in Pre-School Practice and works with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a homely environment where they make good progress in their development and learning and their individual needs are met. Many aspects of the learning provision are strong, although there are some minor weaknesses. Children's welfare is effectively safeguarded. The childminder considers her strengths and areas for development and shows a suitable capacity to improve. Close relationships with parents have been developed, although links to other providers children attend are not firmly established in helping children to progress.

What steps need to be taken to improve provision further?

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

- develop effective working relationships with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared to ensure continuity and progression
- improve the range of indoor resources that are readily available to children
- develop further the assessments of children's progress, linking more closely to the areas of learning to ensure coverage over a period of time.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded, because the childminder makes sure her home is safe and secure. She undertakes daily safety checks and has minimised risks in her home. Supervision of children is very good and effective use is made of the childminding assistant, which keeps children safe. The childminder has undertaken training in safeguarding children and knows how to recognise signs

that may cause her to be concerned about a child's welfare. She has a good policy and procedure to follow should she have any such concerns.

The childminder reflects upon her practice and understands her strengths and how improvements can be made. Since registration she has worked to successfully develop the documentation which supports her service. She talks to parents and children and observes children's play to gain an understanding of their views. The home is very spacious, attractive, warm and welcoming, both indoors and outdoors. The childminder has a suitable range of toys and play materials, although sometimes children have a limited choice of items. The childminder teaches children about recycling and involves them in planting food so they learn about the importance of sustainability.

When children first attend the setting the childminder finds out about their individual needs, through discussion with parents and observing children as they play. There are some resources in the home which raise children's awareness of diversity in society in a positive manner, such as books. Parents can read very useful information about the childminder and her service. They are kept well informed about their child's time with her. Information is shared verbally, through daily diaries and by sharing children's assessment information. Parents and the childminder work together to help children progress, for example, to learn new words, or to count. The childminder works well with the local authority and is willing to work with other agencies. The links to other settings that the children attend are not firmly established and so do not effectively support children's learning.

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

Children enjoy their time with the childminder. They settle easily because of the good support and positive attention they receive and so are happy to attend and feel a sense of belonging. Using the children's interests as a starting point the childminder plans a wide range of experiences, which help them to make good progress. She observes and assesses children as they play, noting their achievements and identifying the next steps in their learning. Currently there is no system to ensure coverage of all aspects within the areas of learning and this may impact upon children's progress over time.

Children learn about the benefits of adopting a healthy lifestyle. Meals and snacks provided are healthy and nutritious and include a home-made meal everyday such as roast chicken with fresh vegetables. Children enjoy everyday outdoor play where they are physically active on toys such as a see-saw and wheeled car. Hygiene routines are good and children are carefully taught how to wash their hands from a very young age. The childminder also ensures she takes children to a number of local toddler groups, where they have the opportunity to be part of their community and play with other children. The childminder provides resources which children can explore and use imaginatively, for example, materials to make a

den. The childminder uses sand, water play and baking activities to promote children's early understanding of mathematical concepts.

Young children develop a very early understanding of how to move safely around the home. For example, they skilfully negotiate the small step from indoors to outdoors. The childminder also involves all children in the evacuation of the premises. Children enjoy good opportunities to play imaginatively and the childminder uses these times to promote children's language development by introducing them to new vocabulary. A wide range of activities, such as painting and collage help children to explore their creativity. Children use a suitable range of items such as a tape recorder, play phone and child's laptop which help them to develop technological skills.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

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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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