

Inspection report for early years provision

Unique reference number	EY413128
Inspection date	10/01/2011
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 registered in 2010. She lives in Humberstone, near Cleethorpes with her husband and children aged 16 months and 11 years. She uses all of her home for childminding with the exception of the master bedroom. There is a rear garden for outdoor play opportunities. Children are taken to local groups, places of interest and for walks in the area. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She holds a Level 4 qualification in Working with Children in the Early Years. Registration is for five children aged under eight years of age. There are currently two children on roll, one in the early years age range. The family have a pet cat. The childminder does not work at weekends.

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 the childminder meets their individual needs and helps them to make good progress in their development and learning, although there are minor weaknesses in the resources and activities available to children that reflect diversity. Safeguarding procedures are effective in promoting the welfare of children and there are strong links with parents. Some improvements have been made since registration, although evaluation of the service is in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice, self-evaluation and informed discussion to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve the resources and activities to help raise children's awareness of diversity in a positive manner.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to safeguard children's welfare. The childminder has thoroughly risk assessed her home and any outings undertaken. She checks all toys and equipment before they are used by children. The childminder understands how to identify any signs that may cause her to be concerned about a child's welfare and has clear procedures to follow should she need to. The childminder has made some improvements since she registered, for example, some policies have been reviewed and the main area children play in has been changed, giving children more freedom of movement. However, the evaluation of her service is still in the very early stages of development and is not

yet fully effective in helping to drive forward improvements.

Children play in an attractive lounge and hallway and have direct access to a very spacious garden. They see their photographs displayed in the hallway and this gives them a sense of belonging. They have access to a wide range of good quality toys that the childminder rotates to ensure their interest. Toys are readily available and children learn to pack them away and about recycling household items. The childminder finds out a wealth of information about children's individual needs before they start to attend when a very comprehensive enrolment form is completed. However, there are few resources or activities available that raise children's awareness of diversity.

Parents are very well informed about their child's progress and well-being. They read a daily diary and their child's profile. Parents are encouraged to add their own comments and this helps the childminder to work closely with them to support children's learning and development. The childminder works with the local authority and is aware of the need to link to other providers that children may attend in the future.

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

The childminder plans a wide range of interesting activities for individual children, based around their own interests. Assessments of children's progress are thorough; they link to the areas of learning and identify the next steps in children's learning. The childminder also uses a tracking system to help identify children's progress. Children are interested in play and very engaged. The childminder helps children to learn to share as she provides enough toys to distract children before problems arise. Talk forms an important part of children's language development and this takes place appropriately throughout children's play. Children have access to a good range of books which they like to share with the childminder. She makes sure they have good mark making opportunities available. Number puzzles and singing rhymes, such as, 'round and round the garden' all help to raise very young children's interest in numbers and counting. The childminder uses some mathematical language to promote children's learning through play, for example, as they fill and empty items from tins. The childminder has a good range of toys which help children learn technological skills for the future. Children explore their senses with interest through feeling items, such as, jelly, dried food and cereals. Children enjoy music, singing, dancing and imaginative play.

The childminder makes sure children learn about how to keep themselves safe. She involves them in the evacuation of the premises and sensitively supports young children as they are learning to walk. Children learn about the benefits of having a healthy life style. They are active outdoors using a good range of equipment, such as, a small slide, see saw, a trampette and sit and ride toy. Children also visit a number of groups during the week where they have the opportunity to meet with other children and also be physically active. Meals and snacks provided by the childminder are healthy and nutritious and made with fresh ingredients, for example, fish pie or spaghetti bolognese. Hygiene routines also

promote children's good health. They are very thorough, so reducing the chance of cross infection, for example, the nappy changing routine.

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	2
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	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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