

Inspection report for early years provision

Unique reference number	EY364097
Inspection date	30/03/2009
Inspector	Melanie Arnold
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 2007. She lives with her husband and two children in Scotter, Lincolnshire. All areas of the home are used for childminding and there is a fully enclosed garden suitable for outdoor play. The premises are accessible by one step and parking is available at the front of the property. The family has a tank of fish and a cat.

The childminder is registered to care for a maximum of five children under eight years at any one time when working alone and a maximum of 14 children when working with two other adults. She is also registered to provide overnight care for one child under eight years. There are currently 18 children on roll, seven of whom are within the early years age range. The childminder also cares for older children and is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register. The childminder 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 and other adults work well together to support all children, gathering and exchanging clear information, which enables each child's individuality to be recognised and promoted. The childminder has developed clear practices, policies and procedures, which are mainly implemented well to promote children's welfare. The childminder's generally good systems help children to make satisfactory progress in their learning and development. Partnerships in the wider context are used to promote continuity of care for children's learning and development. The childminder strives to make continuous improvements and uses a clear system of self-evaluation to identify targets for future 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 observations and assessments to identify learning priorities in relation to the expectations of the early learning goals and to plan relevant and motivating learning experiences for each child
- ensure appropriate equipment is fully used to ensure younger children's needs are met.

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

- ensure each child is assigned a key person (Organisation).

30/04/2009

The leadership and management of the early years provision

Children are cared for in a well organised setting, where space and resources are arranged to create an accessible, child friendly environment. The childminder works regularly with other adults who are fully vetted, ensuring children are cared for by suitable people. However, although all adults working with children do know children well, a key person system has yet to be implemented to fully meet Early Years Foundation Stage (EYFS) requirements. Adults working with children are deployed well and they work together, with the childminder taking the role of supervisor to ensure consistency is promoted. The setting is safe, secure and well maintained. The childminder implements clear practices and procedures regarding children's overnight care, to ensure their health and safety is protected. Effective health and safety procedures are followed, which contributes to promoting children's well-being at all times. For example, the clear exclusion policy helps to protect children from illness and the well documented risk assessments help the childminder to identify potential hazards and take positive steps to minimise these. All the necessary records and documents are in place and completed well. They are stored securely, regularly reviewed and used effectively to provide a strong framework for the care of children.

The childminder has effective partnership working with parents, carers and other providers to promote continuity of care and learning experiences for all children. All children are valued and respected as unique individuals. The childminder gathers clear information on all children, with additional information sought when children with learning difficulties and/or disabilities or English as an additional language are cared for. This ensures the childminder is well informed about children's backgrounds, beliefs and specific needs, so she can fully support their development and meet their needs. The childminder strives to make improvements to ensure children benefit from a good standard of care. The childminder evaluates her practice and procedures through a thorough self-assessment. Parent and carers views on the service provided are gathered through the use of a questionnaire. These systems help the childminder to identify her strengths and to target areas requiring further development.

The quality and standards of the early years provision

Children are cared for in a safe environment, where they freely access a good range of developmentally appropriate toys and resources. The childminder also has a good range of equipment, however, this is not always used effectively, specifically with regard to seating arrangements at meal times, to ensure younger children's needs are always fully met. Children's good health is promoted through the childminder's clear practices and procedures. For example, children are beginning to learn about the importance of good hygiene practices through the daily routine and effective procedures in place to help prevent cross-infection. Toys are regularly cleaned to ensure they are hygienic for children to use, further promoting their health and well-being. Children benefit from healthy, nutritious meals and snacks, which are freshly made each day to meet their dietary

requirements. They are encouraged to be active through regular walks, outings to indoor activity areas and playing in the garden, where they use a good range of resources to help promote their physical skills. Children's awareness of maintaining their own health and safety is promoted through the daily routine, discussions and activities.

Children are encouraged to play co-operatively and to share, creating positive relationships with their peers. The childminder and her assistants engage well with children, actively listening and responding to them, which helps each child to feel settled, secure and confident in their surroundings. Children's behaviour is good because the childminder uses positive discipline and distraction techniques. Their awareness of the differences between right from wrong is promoted through the childminder making children aware of consistent rules and boundaries. Children learn to value differences and diversity through planned activities and access to a good range of toys and resources depicting positive images of the wider world. All of which lays a secure foundation for children's future learning and development.

Children make satisfactory progress in their learning and development. Their interests are incorporated into the flexible planning, which ensures the six areas of learning are covered.

Observations and assessments are beginning to be used to track children's progress. However, these have yet to be further developed to more accurately identify and inform planning for individual children's next steps for learning.

Children are well supported and activities are adapted to ensure each child can appropriately participate at their specific level of ability. Children freely access a wide range of toys and resources and they enjoy participating in an appropriate range of adult-led and child-initiated activities, delivered both in and outside. For example, adults continually chat to younger children, responding to their attempts at communication, which helps them to develop their early language skills.

Children's awareness of number is also adequately promoted when the childminder counts the bricks as she begins to build a tower. The younger child shows delight as she listens to the noise the bricks make on the wooden floor, when she knocks the tower down. Children are provided with additional hands on learning experiences

to broaden their experiences, through regular outings. For example, children enjoyed a meal at a Chinese restaurant when they were learning about Chinese New Year. This provided the children with an opportunity to taste Chinese food and for some children it was their first experience of eating in a restaurant setting.

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?	3
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?	3
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?	3

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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