

Inspection report for early years provision

Unique reference number	EY377190
Inspection date	18/12/2008
Inspector	Gill Ogden

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2008. She lives with her partner and two children aged three and six in Dunholme, Lincolnshire. All areas of the home are used for childminding and there is a toilet downstairs. Access to the home is by one step up to the door from the front garden. There is a fully enclosed rear garden suitable for outdoor play. Some amenities such as a school, park, shop and pre-school are within walking distance and the childminder also uses her car. The family have a pet cat and hamster.

The childminder is registered to care for a maximum of four children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after one child regularly in the early years range and several other children across the age ranges on an 'as and when' basis. The childminder holds a relevant early years qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a warm and stimulating environment for all children where they are effectively enabled to thrive. Learning opportunities keep all children actively engaged. Good relationships with parents and the attention given to children by the childminder ensures that each child's individual needs are met. Some adjustments to documentation are necessary but overall the childminder has a strong awareness of the areas of her provision that need to be developed further.

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 observations to identify learning priorities and plan relevant and motivating learning experiences for each child
- clarify the procedure to be followed in the event of an allegation being made against self or a member of the household.

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

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular checks showing when and by whom they have been checked and review it at least once a year or more frequently where the need arises (Suitable premises, environment and equipment).

01/01/2009

The leadership and management of the early years provision

All the required records are maintained accurately and stored securely. There are several policies and procedures in writing and most of them help to provide a strong framework for the care of children. The childminder fully understands her role and responsibilities regarding safeguarding children although her written statement relating to this is not entirely clear. The childminder makes good use of the knowledge and understanding she has gained from her early years qualification and childminding training to develop her childminding service. She has a useful range of resources that are appropriate for the children being cared for and makes effective use of her home to create a caring and stimulating environment for the children. However, although she carries out daily checks to ensure any hazards in the home, garden and on outings, are minimised, she has not yet carried out and recorded a full risk assessment that can be reviewed regularly. This does not have a significant impact on children's care at this stage because she is caring for few children at any one time and so is easily able to supervise them.

The childminder has made good progress in developing relationships with parents in the best interests of their children. She has collected information from them which is recorded in a 'child profile' that allows her to get to know their children well as individuals and begin to provide effectively for their learning and welfare needs. Her background in caring for children with additional needs enables her to make any necessary adjustments to her home and practice to ensure their needs are equally well met.

The childminder is fully aware of which aspects of her provision need further attention and is planning to put systems into place to make ongoing monitoring and evaluation easier and more effective.

The quality and standards of the early years provision

Children are provided with good opportunities to progress well in their learning and development because the childminder has a secure understanding of the Early Years Foundation Stage and is able to support children to learn across all the areas through providing activities that interest them. For example, children of differing abilities enjoy playing with a 'post box' game. Younger ones enjoy practising their physical and reasoning skills by fitting and matching the coloured 'letter' into its correct shape and older ones recognise the animal on the letter, can make its sound and also want to 'read' it. Children are able to freely access a range of resources because they know where they are stored. Toys are set out for children according to their individual interests and they enjoy playing with them. For example, a toddler presses buttons, without any prompting, on a toy computer which plays music and immediately begins to do the appropriate actions as he hears the music to 'The Wheels on the bus'. Children enjoy a variety of other activities such as going to toddler groups, visiting farms, playing outdoors, pretend play and baking which all offer plenty of opportunities for them to learn well across the whole curriculum. The childminder is gradually building up a picture of their current abilities and interests in order to plan for their future development but has

not yet fully developed a system for ongoing assessment so that they can all make rapid progress.

Children are cared for in an environment that helps them to thrive. Their surroundings are clean and well-maintained. They learn good habits regarding keeping themselves safe and healthy. For example, they take part in regular evacuation practises and learn about road safety when they go back and forth on the school run. They know they must wash their hands after handling the hamster and enjoy a balanced diet with plenty to drink. Children are polite and are learning to share and play together harmoniously, for example, when they listen to stories and play games. They are developing the habits and behaviour appropriate to good learners, their own needs and the needs of others.

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?	3
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.