

Inspection report for early years provision

Unique reference number	208566
Inspection date	12/01/2009
Inspector	Sandra Hornsby
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 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 1995. She lives with husband and their two daughters aged 17 and 15 years. They live in a detached house close to the centre of Boston and within walking distance of all local amenities. The whole of the ground floor is used for childminding. There is a stepped access to the home. Children only use the upstairs for sleeping. There is a fully enclosed back garden suitable for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding nine children. She cares for four children in the early years age group, two full-time and two part-time, and she has five children in the older age group all on a part-time basis.

The childminder walks to local schools to take and collect children. She attends local toddler groups and takes children to the library and park.

The childminder is a member of the National Childminding Association, and is secretary of the local Boston childminding group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are treated equally and their individuality respected. The childminder provides a suitable selection of activities and experiences to support the children's learning, and is currently developing more effective systems to make sure children's learning continues to progress. The childminder is enthusiastic about further developing the provision for all children. A close working relationship is fostered with parents who appreciate her flexibility and commitment.

What steps need to be taken to improve provision further?

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

- ensure observations are consistently undertaken to assess children's development, identify their next steps and plan appropriate play and learning experiences based on their interests and needs.

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

- ensure a full risk assessment is carried out taking into account the specific nature of the outing (Safeguarding and welfare).

14/02/2009

The leadership and management of the early years provision

Maintenance of records, policies and procedures help to meet the needs of the children and support a safe and efficiently run provision. Information is current and stored accessibly to make sure emergencies are handled correctly. Although the childminder has not done a self-evaluation in a formal way, she is aware of her own strengths and areas in need of development. She actively works with her development worker to make sure she is able to meet the statutory framework and meet children's needs effectively. She demonstrates a secure understanding of both the welfare, and learning and development requirements. She is keen to action any recommendations made and will implement and extend systems to improve the outcomes for children. The childminder is fully aware of her responsibilities to safeguard children. She has effective procedures and good knowledge about the Local Safeguarding Children Board procedures and would implement her procedure if she had any concerns about a child.

Parents are offered good quality information about the setting. They receive a number of policies and procedures, contracts, information sheets and permissions that identify parents' wishes, this helps continuity of care, and respect for parents' wishes about the care of their children. Parents have been kept up to date with the regulatory changes, EYFS, and new registers. They are kept informed verbally and through diaries about their children's progress and daily routines and achievements. Parents' comments about their child's development is valued by the childminder who highlights the information and uses it in her assessments. She liaises with the local school and pre-school in an informal way, which helps children's progression and continuity of learning and care between the EYFS providers.

The quality and standards of the early years provision

The childminder demonstrates a good understanding of the Early Years Foundation Stage (EYFS). She has a good grasp of the six areas of learning and shows how she observes children. She takes into account the different aspects of their development and evaluates what she has seen, however, observations do not always identify children's next steps and learning needs. This means, areas of the children's learning and potential progress risk being overlooked, with children not having focused opportunities to progress in the identified areas. Even so, the childminder has good knowledge about the children in her care and is able to interest and support them well throughout their day. They are offered interesting play opportunities, visits to the local allotment and resources from the wide range. Children choose independently, practise skills and take on challenges through a variety of child-led and adult-led activities. Children are progressing well in all areas of learning. They enjoy books and have their favourite one which they read while cuddling on the sofa and preparing for sleep time. Young children repeat familiar words throughout the story while looking at the pictures and sing songs confidently. They actively push and carry 'babies' and prams around the provision, and use musical instruments and shape sorters. Young children are confident as they move about the setting, they express their own needs and show a sense of

belonging and security. They show interest in photographs and point out babies and use their own names for labels.

Children are benefiting as they experience the wider world. They attend groups and meet other children, use resources that reflect diversity, disability and festivals and take part in local community projects such as the allotment where children dig the garden, grow vegetables and eat them afterwards. Older EYFS children also choose from an appropriate range of equipment. They can rest and relax after a busy day at school, sharing a social time with the other children, playing hide and seek. They talk about what they have done during the day, so the childminder can follow up on any questions they may have. The childminder carries out an initial assessment on each child covering the six areas of learning and evidence gathered by her indicates their starting points. Further observations carried out suggest that all children in the EYFS are making very good progress. Children have fun and enjoy their day.

The childminder takes good steps to safeguard and promote the welfare of the children in her care. Children's health is promoted and their emotional well-being safeguarded. She uses a good settling-in process and comforts children with hugs and cuddles at quiet time. The children's health is protected well by good hygiene procedures and children confidently carrying out personal hygiene tasks. Other steps are taken by the childminder to protect children's health, for example, holding a current first aid certificate and holding information about children's health and medical needs. Children enjoy healthy snacks, regular fresh air and physical play opportunities which help them to remain fit and healthy. Children understand why it is important to think about their own safety and know what to do to keep themselves safe, for example, they wear safety belts in the car and are careful around younger children. Children manage their own behaviour well. Young children are respected and well cared for by the older children. They understand about helping each other and they play together in a co-operative way. The childminder is calm and caring and uses praise and encouragement, helping children to feel good about achievements and successes. The environment is suitable and safe. Those areas not deemed safe are not accessible to the children. Risk assessments in place help to identify hazards that are soon rectified. Outings however, are visually risk assessed on arrival but hazards not formally identified and reviewed for specific hazards, such as falls and bumps in soft play areas and contamination at the allotment.

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 the last inspection that required the provider or Ofsted to take any action.

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.