

## Inspection report for early years provision

---

<b>Unique reference number</b>	208739
<b>Inspection date</b>	01/04/2009
<b>Inspector</b>	Angela Howard
<b>Type of setting</b>	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 2000. She lives with her husband and two adult children, on the outskirts of the City of Lincoln. The whole of the ground floor, plus three bedrooms on the first floor of the premises is used for childminding. There is a secure garden available for outside play. The family have a dog and hamster as pets. Care is offered Monday to Friday all year round. The childminder is a member of the National Childminding Association. She has a level 3 childcare qualification and a level 3 National Childminding Association Quality first qualification.

The childminder is registered to care for a maximum of six children at any one time. There are currently 16 children on roll of which, six children are in the early year's age group. The childminder is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are at the heart of all that happens and the stimulating environment enables children to make good progress and to thrive safely. The childminder focuses daily on the individual needs of each child and promotes an ethos where children are warmly welcomed. Children participate eagerly and with enjoyment because the activities are planned effectively to challenge and stretch each child's learning, play and exploration. Good links with parents and other providers ensure children's progression and continuity of learning and care. Effective steps are taken to evaluate the provision and the quality of self-evaluation is good. However, although parents are involved in reflecting on the childminders service this information is not used to identify priorities for further development.

## **What steps need to be taken to improve provision further?**

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

- develop the use of information collated from parents to identify the settings strengths and priorities for development to further develop collaborative working as part of the process of ongoing self-evaluation.

## **The leadership and management of the early years provision**

The childminder has good knowledge of the Early Years Foundation stage guidance and implements it well. She is very knowledgeable about how to engage children's interest and when to offer support. She plans the day carefully, tailoring arrangements to meet each child's welfare and learning needs. The environment is secure, safe and challenging. Records, policies and procedures successfully ensure the safe management of the provision to promote children's welfare learning and development. Children's safety is a high priority for the childminder. She is rigorous

in her approach to monitoring practice and safety. The quality of risk assessments completed are very good and ensure effective action is taken to manage or eliminate risks. Arrangements for safeguarding children are robust. The childminder is clear about her role and responsibilities, signs and symptoms of abuse and the correct procedures to follow should she have any concerns about a child.

Communication is very good and ensures that both parents and children feel valued and welcome. This has a positive impact on children's development and learning. The childminder keeps parents well informed about how their children are cared for and what they achieve each day by giving oral, written information and the sharing of photographs, observation and record books. The Ofsted self-evaluation form is used well to identify the settings strengths and areas for development. Parents are invited to share their views both informally and formally, for example, through questionnaires or a comments book. Parents praise the setting highly. This is actively encouraging parents to contribute towards the self-evaluation of the setting. However, there are no clear plans for how this information will be used to improve the process of ongoing internal review to ensure collaborative working that further promotes outcomes for children.

## **The quality and standards of the early years provision**

The childminder treats everything that happens as an opportunity for children to learn. She plans activities to stimulate children's interests, but also takes advantage of spontaneous curiosity to respond to children's individual needs. When children found a frog on the drive she altered her plans so that children could make frogs out of paper plates. On the days it snowed they went outdoors sledging and making snow men. They then made snow pictures on their return. This enlivens their curiosity and maintains their enthusiasm so that they participate eagerly. The childminders knowledge of the learning and development requirements is good. She ensures that all children enjoy and are suitably challenged. Babies use all their senses to explore different toys, stretching, pulling, pushing and squeezing different objects. Toddlers explore the texture of the glue and feel the feathers by moving them up and down their face, smiling as they tickle. For the theme 'Australia day' children research the countries flag and then make their own flags, they look at animals from Australia, at eucalyptus trees and then smell eucalyptus oil. They make Pavlova's, have mango and kiwi for snack and younger children make kangaroo pictures and practice jumping like kangaroos. Observation and assessment records are of good quality and are clearly linked to the six areas of learning. They show children are making good progress relative to their starting points and their next steps are accurately identified and used to inform planning. This ensures children succeed and activities are well matched to the full range of children's individual needs encouraging them to become active learners.

Children get plenty of robust physical exercise. They daily go on walks with the dog, visit parks, and weekly visit a physical play session to practise their skills in movement, balancing and coordination. Outdoors they access a very wide range of equipment to practice and refine their skills in peddling, digging, catching and

kicking balls and love parachute games. Their health is further promoted by the wide range of positive actions to encourage healthy eating. Children are encouraged to try new food and receive lots of praise when they try kiwi, orange and banana. Mid day meals are wholesome, nutritious and well balanced. The childminder helps children to understand how to keep themselves safe as she talks to them about safety all the time. Older children she has taught her address to in case of emergencies and indoors children adhere to household rules, such as taking shoes off, not climbing on furniture and help to tidy up toys. This ensures children learn some sense of danger in a secure and safe environment where they can explore and take risks safely.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 the last inspection.

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.