

Inspection report for early years provision

Unique reference number	208688
Inspection date	26/01/2009
Inspector	Ros Church
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1994. She lives with her husband and three children in a rural village near Grantham, Lincolnshire. Minded children have access to all ground floor areas, with toilet facilities within this area and sleep facilities available on both floors. There is a fully enclosed rear garden available for outside play. Access to the childminder's home is via one small step. The family keeps some chickens and rabbits in the garden but there are no pets in the house.

The childminder is registered to care for a maximum of six children under the age of eight at any one time. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll; six are within the early years age group.

The childminder holds a recognised child care qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage, which allows her to provide effective care for all children. She works closely with the parents to obtain information on their individual needs so she can provide a fully inclusive practice for all. The home environment has been planned to encourage children's independence and provides good access to a wide variety of toys and resources. The childminder has begun to evaluate her practice, where she has identified her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop observational assessments of children's learning, taking account of their starting points and identifying their next steps in learning and using this information to inform future planning.

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

- develop the risk assessment records to include each type of outing in which children participate (Documentation).

23/02/2009

The leadership and management of the early years provision

Children benefit from the childminder's commitment to training and development. The childminder keeps up to date with current child care practice as she attends

training on a regular basis. She has recently attended courses on implementing the Early Years Foundation Stage (EYFS) and 'Developing good practice in a home-based setting'. She uses this knowledge to develop the care and education provided for the children. The childminder has made a good start in developing systems to monitor and evaluate her practice; these include self-evaluation and actively seeking verbal and written feedback from the parents such as using questionnaires.

Children are safeguarded within the home and on outings. The childminder has a good understanding of the procedures for safeguarding children; she has a clear child protection policy in place which is shared with the parents. She provides a safe environment and good levels of supervision. She visually assesses and minimises possible risks to children. A written risk assessment helps the childminder to regularly evaluate the safety of areas within the home and garden. However, the written record of risk assessments do not include outings which children participate in.

The childminder develops good working relationships with the parents and carers. They discuss the children's needs thoroughly and agree their care and routines, allowing the children to benefit from a consistent approach. Parents are given a daily diary which include children's care and activities they have done during the day. The childminder is beginning to share information with parents relating to her assessments of children's progress, although, this is not yet clearly established. She has put together a detailed portfolio and takes time to explain and share with parents her extensive policies and procedures which enables them to gain a good understanding of all aspects of her childminding service.

The quality and standards of the early years provision

Children are happy, confident and enjoy their time within the setting. Their welfare, learning and development are successfully promoted because the childminder has a good knowledge of their individual interests and development. She takes these into account when planning activities and provides a good balance of both adult-led and child-initiated activities which cover all areas of learning. Activities are planned within both the indoor and outdoor environment; this enhances children's experiences and their all-round development. Within the outdoor area children learn about the local environment as they plant and grow fruit and vegetables, they observe the birds, chickens and rabbits within the garden and the farm animals and tractors within the fields beyond. The childminder organises her home well to encourage children's independence. For example, a good range of toys and resources are well organised within the playroom. Children choose to play imaginatively; for example, a young child selects an outfit and various equipment such as binoculars and pretends to be a 'scary pirate'. The childminder promotes children's sensory and creative development through a good range of activities, these include painting, play dough, sticking, sand, water and box modelling. The childminder interacts well with children and provides activities which meet their individual learning needs. For example, a baby enjoys exploring the sound and lights on interactive toys. A pre-school age child explores an interest box, within this are a number of different sized boxes and

cylindrical containers which contain a variety of objects that promote learning such as problem solving and language development. The childminder carries out observational assessments on each child covering all areas of learning; however, these do not always identify children's next steps in learning or their starting points so that observations can be used to inform activity planning.

Children learn to play cooperatively together, to share and be kind to others through the childminder's consistent and age-appropriate approach to behaviour management and effective promotion of positive behaviour. Children's art work is displayed on the walls in the playroom and each child has an observations folder which includes photographs of themselves during activities, these positive steps help children to have a sense of belonging within the childminder's home. Children gain lots of opportunities to gain knowledge and understanding of the world around them, this includes experiencing different types of outings within the village and local areas. They learn about the wider world through being able to access a broad range of toys and equipment reflecting positive images of diversity in society and joining in with various craft activities which link to different festivals. Children's health and physical skills are supported well. They have lots of opportunities to be outdoors where they learn to climb and balance safely as they regularly visit the park and local soft play centre. They learn about keeping themselves healthy by eating healthily and joining in with a variety of activities which further promotes their understanding. Children learn about keeping themselves safe as they are encouraged to tidy away after playing with an activity and take part in regular fire evacuation practises.

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?	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
---	-----

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.