

Inspection report for early years provision

Unique reference number	257467
Inspection date	06/03/2009
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 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 three children in Nettleham, Lincolnshire. The whole ground floor is used for childminding, with bathroom facilities located in this area and sleeping facilities located on the first floor. There is an enclosed, secure garden for outside play. The premises are accessed by one step and parking is available at the front of the property. The family has a dog, rabbit, cat and goldfish.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently ten children on roll, four 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. Highly effective systems encouraging good partnership working, help to promote children's continuity of care and learning. All children are treated equally and they are well supported by the childminder because she recognises and promotes the individuality of each child. Generally the systems in place help all children to make good progress in their learning and development. Children's welfare is promoted through the childminder's mainly clear practices, policies and procedures. The childminder uses an effective system of self-evaluation to identify areas requiring further development, which enables her to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system to plan the next steps in a child's developmental progress
- ensure regular evacuation drills are carried out.

The leadership and management of the early years provision

All required records, policies and procedures are in place and completed with clear information to promote the safe and efficient management of the Early Years Foundation Stage and to ensure children's individual needs are met. The childminder is pro-active and strives to make continuous improvements for the benefit of children. For example, the childminder regularly attends training courses to help her keep up-to-date with current practice issues. She has also made improvements by working on all of the recommendations raised at the previous inspection. For example, permission to seek emergency medical treatment to

ensure children's health and safety is fully protected has been obtained and activities and resources that promote equality of opportunity and anti-discriminatory practice have been developed. The childminder uses an effective system of self-evaluation, which continually evaluates the service she provides leading to the clear identification of targets for further improvement.

Children are cared for in a safe, secure, warm and welcoming home. An accessible environment is created for children, as the childminder effectively organises the toys and resources to enable children to freely access them. Children's safety is maintained inside, outside and on outings through the childminder's good practices. For example, children are fully supervised at all times and clearly recorded risk assessment records show how the childminder identifies and minimises potential hazards. The childminder works extremely well with parents, carers and other providers, ensuring full information is shared to promote continuity of care for each child. This results in children's individuality being respected and promoted. The highly informative portfolio keeps parents extremely well informed about the childminder's practices, procedures and how she promotes children's care and learning in line with the EYFS.

The quality and standards of the early years provision

Children are making good progress in their learning and development. The childminder values each child as an individual, providing good levels of support to promote their development. For example, when two children play in the sand, the younger child is encouraged to count and recognise the colour of different objects in the sand, whereas the older child is interested in how the sieve works and she identifies that the sand needs to be wet before she can make a sandcastle. Both children participate in the activity, with the childminder adapting it to create an individual learning experience for each of them in line with their developmental needs. Children freely access their toys and resources and they enjoy participating in a good range of adult-led and child-initiated activities. For example, the childminder plans activities to help children learn about caring for living things, as they plant seeds and flowers in the garden and then help to care for them and watch them grow. Children's enjoyment of books is promoted as they select their own stories for the childminder to read. Observation and assessment systems have been developed in line with the procedures used at the local pre-school and these are used to chart children's progress towards the early learning goals. However, the childminder has yet to fully use them to more clearly identify and plan children's next steps for learning. Parents comment very positively on the service the childminder provides and they feel well informed about their children's progress.

Children are fully safeguarded and their welfare is promoted through the childminder's clear policies and procedures. For example, the childminder has a good understanding of child protection issues and procedures. Children are provided with healthy snacks and regular exercise, which promotes their health and encourages them to be active. For example, daily walks to and from school and opportunities to play in the garden with a good range of resources, helps to promote children's physical skills and development. Children's health is further

promoted and protected as the childminder does not provide care for children when they are ill. Children's understanding of health and safety issues is generally well promoted. For example, discussions and activities relating to road safety, stranger danger and how to behave appropriately around the dog, help children to learn and maintain their own well-being. However, regular evacuation drills have yet to be practised with the children, to help them fully learn the importance of what to do in an emergency situation. Children's behaviour is good and their self-esteem is promoted through the use of regular praise and encouragement. The childminder encourages children to listen and respect others by acting as a positive role model. For example, the childminder always listen and values what children are saying and responds appropriately to them. Children are provided with opportunities to learn about the wider world through playing with resources depicting positive images of diversity and through planned activities around seasonal and cultural events. Children are encouraged to interact and create friendships, as the childminder takes them to local toddler groups where they can mix and socialise with their peers. This helps children to develop the habits and behaviour appropriate to be good learners.

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?	1
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.

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.