

Inspection report for early years provision

Unique reference number	EY312363
Inspection date	12/02/2009
Inspector	Christine Hands
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 has been registered since 2005. She lives on a residential estate close to the centre of Grantham. The house is within walking distance of local amenities. Members of the household include the childminder, her husband and two children aged six and two years. The whole of the house is registered for childminding, however apart from for sleeping purposes, this always takes place on the ground floor. There is ample space to park at the house and entry is over one step at the threshold and through the front door. There is an enclosed rear garden which is used for outdoor play. The childminder is registered care for four children under the age of eight years and to provide overnight care for one child under the age of eight years. She currently cares for nine children of whom three are in the early years age group.

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

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a homely environment where because their uniqueness is fully recognised they enjoy activities that take into consideration their interests and their stage of development, enabling them to progress in all areas. Close liaisons with the nursery and also with parents further promotes children's care and development. Policies and procedures are effective and inclusive. The childminder undertakes observations and assessments, however these are not yet sufficiently robust to show children's clear starting points or their next steps.

What steps need to be taken to improve provision further?

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

- continue to develop observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating learning experiences for each child, ensuring that all areas of learning are covered.

The leadership and management of the early years provision

All policies and procedures are in place ensuring the safe and efficient management of the Early Years Foundation Stage (EYFS). The robust risk assessments are constantly updated taking into consideration any changes and ensuring children are cared for in an environment that is safe and secure. Recommendations made at the last inspection have been met resulting in all records being comprehensively maintained. Continued training enables the

childminder to gain more in-depth knowledge of child care including their learning and development and this enables her to provide wider experiences for children as well as developing her knowledge of relevant child care issues. The childminder regularly assesses her practice and is fully aware of her strengths and weaknesses. Through the close relationships she has with parents, as well as the professional relationship she is developing with the local nursery, she is gaining a greater understanding of each child's developmental needs and how she can support them in their learning, promoting the integration of care and education. The childminder has strong, clear procedures in place to ensure that any child who does not speak English as their first language would not be disadvantaged. Parents and carers value the childminder's flexibility, warmth and understanding and say they feel totally confident leaving the children in her care.

The quality and standards of the early years provision

The childminder has a good understanding of the EYFS. She provides a warm and caring environment where children happily take part in a variety of activities covering all areas of learning. The childminder and parents exchange information on a daily basis and this enables the childminder to plan relevant activities that may have particular meaning for a particular child. Children enjoy taking part in a variety of celebrations which both they and the childminder research. At Chinese New Year they make and eat a variety of different foods, talk about the names of the years and eagerly research the animals both they and other family members are born under. The childminder considers it to be very important for the children to gain a greater knowledge of other customs and beliefs and carefully adapts activities enabling all of the children to gain some understanding. Although planning is in place the childminder seizes opportunities as they arise, for example they have fun in the snow, sledging and building snowmen in the garden. Conversations regarding what happens when snow melts or when the weather becomes very cold are welcomed and expanded on. When a child goes into the garden the day after the snowman has been built they find a carrot which was used for the nose, bring it inside and tells the childminder that it is frozen so it must have been a very cold night. Children are therefore beginning to understand why things happen and what affects change. Children's creative and manipulative skills develop as they take part in baking activities, mixing ingredients, placing them into containers and then decorating the end result. Decorations on home-made cake Christmas trees and home-made Easter eggs are a joy to behold, obviously taking a great deal of thought as children create their own individual masterpieces. The childminder records observations and assessments for each child in the EYFS age group, however these do not yet clearly show their starting points nor how they are developing in all areas and what support or challenge they need to progress further. Children enjoy joining in at toddler groups where they learn to share and take turns. They develop firm friendships with other minded children and look forward to seeing each other as they share what they have been doing as well as joining in with each other through activities. Children excitedly and proudly take part in some training themselves. They learn how to prepare and cook some multicultural foods and receive certificates at the end. This enables children to feel proud of their achievements and increases their feelings of self-worth.

Children learn how to keep themselves safe through constant conversations with the childminder regarding such things as road safety and being careful when using outdoor apparatus. Regular fire safety checks and robust procedures also add to their knowledge regarding what to do in the event of an emergency. The childminder has a good understanding regarding her role in protecting children including the accessibility of other adults and therefore children are fully safeguarded. Children are encouraged to talk about feelings and by doing this are beginning to understand that their actions can have either a positive or negative effect on others. The childminder uses praise and encouragement appropriately and consequently children behave well.

Children's health and well-being are very well promoted. They understand that walking to school is better for them than using the car and that everyone should spend some time out in the fresh air on a daily basis. The childminder provides a varied and nutritious menu and takes into consideration any special dietary needs as well as the wishes of parents. Mealtimes are seen as a social occasion and an important part of children's learning and development giving them the skills they need for later life.

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?	3
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?	3
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.