

Inspection report for early years provision

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| Unique reference number | 208978 |
| Inspection date | 16/04/2009 |
| Inspector | Susan Riley |
| 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 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 1998. She lives with her husband and two children, in a rural village outside Lincoln. There are facilities close by such as a park, schools and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for six children in the early years range. The childminder also provides care for children over five years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Most of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a cat as a pet. At times the childminder works with an assistant. The childminder walks to the local schools, nurseries and preschools to take and collect children. The childminder regularly attends the local parent and toddler group. She is currently working towards a recognised childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children settle extremely well with the childminder and enjoy a warm, close relationship with her. She makes use of her home, garden and local community to offer many valuable learning experiences. Her practice is fully inclusive because she works very closely with parents to meet children's needs. All children are treated as individuals and have their differing needs effectively met because the childminder has a secure awareness of their needs, stage of development, likes and interests. The childminder demonstrates a strong commitment to improving the provision. She has systems in place to monitor and evaluate her practice to ensure that any gaps in her provision are identified and further developed. However, she has not looked in sufficient detail at the welfare requirements and consequently one welfare requirement is not met.

What steps need to be taken to improve provision further?

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

- develop further the relationship with other providers where children receive education and care in more than one setting, to ensure the continuity and coherence by sharing relevant information with each other and with parents.

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

- ensure a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident is maintained (Documentation).

30/04/2009

The leadership and management of the early years provision

The childminder has developed a range of detailed policies and procedures to support her working practices. The childminder holds a current first aid certificate and has clear procedures in place to deal with any accidents or illnesses. As a result children are protected. Relevant documentation is maintained to fully support children's care and to ensure their needs are known. The childminder shows a commitment to providing positive learning experiences and appropriate care for the children. Most documentation is very well-organised. The childminder has undertaken a formal risk assessment for her home so that any hazards are identified and minimised. However, the childminder does not keep a record of when the risk assessments have been carried out. This practice does not fully protect children. The childminder demonstrates a strong commitment to improvement and has developed strategies to self-evaluate her practice in order to further improve the quality of her service to all children.

Parents receive excellent detailed information about the childminder's service and this includes her policies and procedures for their reference. Clear information is exchanged at the start of a placement to enable children's needs to be shared and to ensure the childminder is aware of parents' wishes. All aspects of children's care are discussed with parents and fully supportive systems are in place for the ongoing exchange of information. For example, there are daily care diaries, child development files and discussions are held at the beginning and end of each day. As a result children's individual needs are identified and efficiently met. At this early stage, the childminder has not established systems to liaise with other providers of care and learning for the older children in the early years age range to promote the continuity of learning. The childminder has a clear understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures. Efficient steps are taken to ensure all adults within the home are appropriately vetted and that toys and equipment are maintained in a clean and safe condition.

The quality and standards of the early years provision

Children are very happy and involved in a range of activities that promotes their learning and development. The childminder is effective in supporting children's learning. She is a good role model and uses different teaching methods in helping children learn. Children's independence is promoted as they are encouraged to see to their own personal needs. For example, they are very aware of the mealtime routine with regard to washing their hands. The childminder is providing children with activities to develop their skills in all areas and is responsive to their interests, which in turn makes children eager to learn and confident to suggest their own ideas. An excellent range of resources are readily available to promote learning and these are set out so that children can make independent choices in what they do. Children regularly attend the local toddler group, this helps them to socialise with a wider group of friends. The childminder plans in a very informal manner to meet the needs of the children she is caring for, as she responds to the children's interests on the day. She records detailed observations of children's learning and is

using these to plan for their next steps.

Children are beginning to use numbers and confidently recognise shapes. They begin to solve problems as they set up the train track. In the recent snowy weather the children had fun in looking at and measuring their footprints. Children are confident and very keen to join in activities. The older children enjoy playing with the playdough and making their own models. The younger children enjoy playing with the items in the 'Treasure Basket'. Children are learning to be respectful as the childminder encourages them to use their manners. There are lots of opportunities for children to make own choices and decisions and these are respected by the childminder. Children are able to feel that their contributions are valued, so are confident to make them.

The childminder is very proactive in keeping children safe at all times, she reinforces good security of her premises. Children learn about keeping safe as the childminder reinforces road safety when out walking with the children. Children of different ages play well alongside each other and share toys with support from the childminder. Older children learn to be considerate of the younger ones in their play. The childminder promotes positive behaviour by using effective strategies and providing praise so that children's confidence and self-esteem are fostered. Children benefit from outings and develop their understanding of the wider community through trips to the park, going to the shops. They are encouraged to walk to and from events and benefit from other activities which promote their good health and physical development. Children bring their own meals to the childminder's house but they develop awareness of healthy eating because the childminder provides a healthy range of snacks. The children have recently been encouraged to develop a healthy snack menu, to raise their awareness of healthy foods. The childminder helps children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and creative activities. Overall, children develop the skills needed to be active 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

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| 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

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| 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

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| 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? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| 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 |

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Annex B: the Childcare Register

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| 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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