

## Inspection report for early years provision

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<b>Unique reference number</b>	EY299736
<b>Inspection date</b>	27/04/2009
<b>Inspector</b>	Melanie Arnold
<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 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 2004. She lives with her husband and four children in the Hykeham Road area of Lincoln. The whole ground floor is used for childminding, with toilet facilities located in this area. There is an enclosed, secure garden for outside play. The family has a two dogs and two cats.

The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently eight children on roll, two of whom are within the Early Years Foundation Stage (EYFS). The childminder also cares for older children and is registered by Ofsted on 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. Mainly clear practices, policies and procedures help to effectively promote children's welfare. All children are fully supported by the caring childminder, who respects and values the individuality of each child, ensuring their needs are fully met. All children make progress in their learning and development as they participate in an interesting range of activities based on their interests and needs. Mainly effective partnership working helps to promote continuity and integration of children's care and learning experiences. The childminder uses a clear system of self-evaluation to help continually develop the service she provides.

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

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

- develop further the links with other practitioners to fully ensure children's individual learning needs are identified as they progress towards the Early Learning Goals.

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

- develop the record of risk assessment to include aspects of the environment that need to be checked on a regular basis (Suitable premises, environment & equipment).

27/05/2009

## The leadership and management of the early years provision

Children are cared for in a warm, welcoming, inclusive setting, where toys and resources are stored to provide them with easy access in the designated play area.

Children's safety is effectively protected and maintained through the childminder implementing her clear policies and procedures. For example, children are fully supervised at all times, lost child procedures are reinforced with the children to ensure they are aware of what to do should they get lost on an outing and the childminder has a good understanding of child protection procedures. The childminder holds a current first aid certificate and all adults in the household have been fully vetted, which further protects children's health and safety. The majority of required records, documents and policies are in place, completed well, shared with parents and carers and stored with regard to maintaining confidentiality, to ensure children's needs are met. However, although potential hazards have been fully minimised, the risk assessment record does not include all required information about these checks, to fully meet EYFS requirements.

The childminder works in partnership with parents, carers and other providers to promote continuity of care for all children. Clear communication channels are established to ensure information is continually shared and exchanged, which ensures children's individual needs are fully recognised and met. All children are valued and included, with the childminder providing good levels of support to meet their specific needs and to ensure they can achieve as well as they can regardless of their background. The childminder continually strives to make improvements, ensuring she is consistently providing a good standard of care. She has developed her practice by working on the recommendation raised at the last inspection and she now uses a clear system of self-evaluation to fully monitor and evaluate her practice and procedures. Targets for improvement have been identified and improvements have been made to the already good service she provides. This ensures children fully benefit from the childminder's proactive approach to their care and learning.

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

Children are fully supported and provided with an interesting range of activities planned around their interests and needs, which enables them to make good progress towards the Early Learning Goals. The childminder is currently providing out-of-school care only and therefore leases closely with local schools, to help develop an integrated approach to children's care and learning experiences. For example, the childminder provides activities to compliment what the children have already done whilst at school, providing them with a balanced day. She also ascertains what children are learning about at school so she can provide associated activities and resources for children to access, should they wish to do so. The childminder uses the EYFS as a reference guide to identify children's progress, ensuring she constantly supports them in their development. However, although the childminder generally works well with other providers delivering the EYFS, she has yet to further develop these links to fully ensure children's individual next steps for learning are identified as they progress towards the Early Learning Goals. Information is continually shared with parents and carers, keeping them well-informed of children's achievements.

Children freely access well-maintained toys and resources covering the six areas of learning. Regular opportunities to play outside, trips to the park and activities

organised through Play Rangers, provide children with varied play experiences to help promote their physical skills. The childminder promotes children's confidence and encourages their good communication. Opportunities to read, practice their writing skills and to learn new words, help to develop children's communication, language and literacy. Counting and sorting activities are completed during everyday play opportunities, promoting children's mathematical skills. For example, the childminder encourages children to sort pens into two groups to identify which ones work and which ones do not work. The childminder then encourages children to count the pens, discuss which group has more or less in, and to find out the total number of pens altogether.

Children's welfare and safety are maintained and protected through the childminder's good practices and procedures. They are cared for in a clean, well-maintained setting, where good hygiene practices contribute to promoting children's health. A clear exclusion policy, which is understood by parents, helps to minimise the risk of the spread of infection. Children learn about keeping themselves healthy and safe, through daily occurrences, planned activities and discussions. For example, children's awareness of road safety is promoted during daily walks to and from school, fire evacuation drills help children to learn what to do in an emergency and discussions about healthy eating and being active, help to promote children's awareness of health issues. The childminder uses positive behaviour management strategies to promote children's good behaviour. Children are encouraged to listen and show respect. They interact and relate well to their peers, enjoying opportunities to play together in an informal environment. They are encouraged to learn to value differences and diversity through playing with resources depicting positive images of the wider world and through planned activities relating to different festivals and cultural events. This helps children to develop the good habits and behaviours needed for their continued learning and development journey.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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