

Inspection report for early years provision

Unique reference number	208782
Inspection date	30/04/2009
Inspector	Anne Barnsley
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).

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 2000. She lives in the centre of Lincoln city with her adult daughter and ex-husband. The property is within walking distance of local amenities. The dining room has been converted into a playroom and is used for childminding. The children also use the kitchen and downstairs toilet. There is a small yard for outdoor play. The family has a pet hamster, a tank of fish and a rabbit as pets.

The childminder is registered to care for a maximum of six children of whom three may be in the early years age group. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She currently has a total of 19 children of a mixed age group on roll; of these seven children are in the early years age group. She also works with another childminder on the days when she is busy and during the holidays. The childminder walks to local schools to take and collect children, and she also takes children on outings. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. This is a warm and inclusive environment in which children derive a strong sense of belonging. Children's needs are met as the childminder knows the children well. Most policies and procedures ensure the safety, welfare and development of children. Children make steady progress in their learning as they can access a wide range of resources and enjoy being at the childminders. Areas for continuous improvement are identified but not always addressed effectively.

What steps need to be taken to improve provision further?

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

- maintain a record of fire drills as part of the risk assessment for ensuring the safety of children
- ensure that observations and assessments reflect children's starting points and next steps and are used to inform planning for their individual needs
- ensure that risk assessments are developed further to include journeys to school and when on outings and trips
- ensure outdoor learning is planned for and that each child has opportunities to participate in regular outdoor experiences
- ensure space is organised well to provide younger children with an area where they can sleep peacefully without distraction.

The leadership and management of the early years provision

The childminder has appropriate written information regarding the service she provides and shares this information with parents. All parents are provided with their own copy of the safeguarding procedures and the remaining policies and procedures are given to parents to read at their initial meeting to enable them to ask questions about the service. The childminder gathers appropriate information from parents about the care and routine of their child to ensure that she can provide for their individual needs. She has a secure awareness of safeguarding procedures as she has completed relevant training and is clear about what to do if she has concerns regarding a child's welfare or safety. She has effective safety measures in place throughout the premises and provides close supervision at all times to further ensure children's safety. She has records of risk assessments in place for the home, however, written records of risk assessments have not been completed for the journeys to school and back and for outings and trips.

The childminder fosters positive relationships with parents and works extremely closely with them to prioritise children's changing and developing needs. She provides verbal feedback every day to keep parents informed about their child's care. In addition to this she maintains daily diaries and records of what they have been doing and photographs to support this. The systems for recording the development children are making in their learning are not yet fully developed. Observations, assessments and planning do not demonstrate children's starting points and the progress they are making. They do not clearly show children's next steps in their learning and how they are supported or challenged in their learning to reach their potential.

The childminder has completed appropriate training, such as first aid, and is keen to develop her knowledge and skills through further professional courses such as completing further Early Years Foundation Stage training and completing the another Safeguarding course. She has started to complete her self-evaluation and clearly identifies areas of strength and improvement such as the intention to undertake further training and the need to improve the organisation of space so that children have somewhere to rest or sleep undisturbed. This was raised at the previous inspection at the childminders former house and remains a recommendation to be addressed at this present premises as this has not been met sufficiently well. Since the last inspection the childminder has obtained permission from parents to seek emergency medical treatment for their children.

The quality and standards of the early years provision

Children are happy and relaxed in this setting. They chat confidently to the childminder and make independent choices about what they want to do. Children are genuinely pleased to see each other, are making friendships and enjoy each other's company. They play well together and are forming strong friendships within a mixed age group. They show an interest in what each other is doing and talk about things of interest such as the animated film Madagascar. Children's welfare is promoted well through an established routine with which they are familiar and

know what is expected of them such as how to behave at meal times. They understand the importance of tidying up and that all the things they would like to do will happen but they might have to wait a while until it is a more appropriate time. An example of this is children asking to watch a DVD and the childminder reminding them that they can do that after lunch at quiet time. Children listen well to the childminder and understand; as a result children's behaviour is very good. They are courteous, well mannered and receptive.

Children are eager to participate in activities and tasks such as making collages, listening to stories and signing songs. Children have high self-esteem because their efforts and achievements are emphasised and focussed on by the childminder. They are well supported and show pride in what they do as a result. Children are included in decision-making and are competent problem-solvers and decisive. They have individual preferences and these are respected. Children are involved in many different types of activities and visit places of interest away from the setting where they develop an understanding of local geography and nature and benefit from the fresh air and exercise. They have less opportunity to play outdoors on a regular basis to develop their physical skills as the outdoor area is very small. They are taken, on occasions, to parks where they can use large apparatus and be more active and they enjoy lots of dancing and movement to help promote their physical skills. Children enjoy role play and make up their own games by inventing scenarios from real-life and imagined experiences such as transporting characters in a space ship to an island. Children interact very well with the childminder who is highly approachable and responsive. This is a warm and friendly environment in which children have a strong sense of belonging.

Children are well nourished and have plenty to drink. They eat a wide range of healthy foods and learn about foods that are not so good for them through discussion and games. They are supported extremely well in learning practical skills such as dressing themselves ready for when they start school and have their confidence boosted by having sticker charts that recognise their efforts. Children are fully included in deciding how well they think they have done and at the end of the week are rewarded further by taking home a book of their favourite super hero or character. Children learn about safety by practising fire drills, on occasions, although these are not practised regularly and not all children have participated in these. They help to tidy away and are active participants in their road safety. They understand how to walk sensibly on the way to school and follow clear rules that are explained to them. Children spontaneously tell the childminder that they love her and show great affection towards her. Children enjoy being in this setting and are developing skills that foster their economic well-being.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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

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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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