

Inspection report for early years provision

Unique reference number	EY305966
Inspection date	29/04/2009
Inspector	Sharon Waterfall
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 2005. She lives with her husband and two children, aged four and 13 years, in Spalding, Lincolnshire. The ground floor of the childminder's home is used for childminding and there is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of five children with two under five years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after three children in the early years age group.

The childminder is a member of the National Childminding Association. She holds a Level e early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for by a very warm and caring childminder who uses her strong knowledge of child development to provide a wealth of activities that meet all children's developmental needs. Inclusion is strong in practice, with each child being valued as an individual and supported through constant information sharing with parents. This consistent practice ensures children's welfare is safeguarded, supporting their sense of belonging and security in a caring environment. Improvements to the provision are identified through realistic self-evaluation processes, that have lead to beneficial improvements for children.

What steps need to be taken to improve provision further?

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

- model active listening for children, encouraging them to take turns in conversation and other activities and show respect for what others have to say
- ensure information gained from assessment is used to plan the next steps in a child's developmental progress and link them to the expectations of the early learning goals.

The leadership and management of the early years provision

Children's welfare is safeguarded as the childminder has attended recent training, increasing her knowledge and awareness relating to child protection issues. This includes how to identify concerns and the required procedures for reporting them. A good range of written information and documentation is used to evaluate the service provided for children and their parents. Policies and procedures include expected permissions to ensure children are kept safe, both in the premises and on

outings. Comprehensive risk assessments have been completed and the childminder is adept at assessing the risks associated with the varying ages of the children attending at a specific time. She therefore adapts the environment and safety features, such as using reins on outings and assessing them before they go.

Children's individual needs are met as activities are planned to ensure that all are included and they are respected for their individuality. She knows the children well and leads from their interests, the environment layout supports the children in being able to access resources and initiate aspects of play independently. The childminder has begun to formally self-assess her provision and has realistically highlighted areas for improvement; these have been implemented effectively, such as developing activities to promote a wider range of differing cultures and beliefs.

Information is shared with parents through a two-way communication process, which ensures that updated information is known and used to support children's care. Effective questionnaires have been completed by parents, who state they are more than happy with the provision for their children. They receive policies and procedures relating to the expectations of the care provided. Information is sought from them regarding their children's development when they start and is used effectively to support continued care. They take home children's progress records, regularly ensuring they are an active part of their child's development.

The quality and standards of the early years provision

Children are able to learn and develop well because the relationships formed with the childminder are trusting and develop their self-esteem and sense of worth. The childminder makes observations of the children at play and uses this information to evaluate that all six areas of learning are met. Assessments are in the early stages and do not yet link to the expectations of the Early Years Foundation Stage and though they demonstrate how activities can be extended, these are not specific to the child's learning. However, the childminder spends her time directly with the children and is aware overall of their developmental needs.

The children benefit from activities that increase their knowledge in many areas and give them opportunities for new experiences. The children make their own shopping lists as they cut out and stick pictures of the fruits and vegetables they would like to buy. At the market these lists help the stall holders to support the children to buy their favourite ones. Back at home the children explore the fruits and vegetables tasting them and describing what they are like. This activity is an excellent first hand experience and covers many aspects of learning. Early literacy is developed as the children attend weekly story session at the library; they actively join in as they use props and puppets. Mark-making skills are enjoyed as the children draw, paint and use textural materials such as dough.

As part of promoting nutritious diets the children make smiley pieces of melon for their snack. The importance of being active is encouraged as the children use local parks where large equipment is challenging for the children. These activities and regular hand washing ensures the children are leading healthy lifestyles. Children's imaginations are developed through their enjoyment of role play and dressing up,

such as pretending to care for poorly animals. They are able to make their own representations through art and creative crafts.

The children are confident in accessing the environment and activities and can make known to the childminder their needs and wants. At times, more confident children can dominate activities, limiting the involvement of others. The childminder initiates some activities where all children can instruct such as a game of 'Simon says', but this does not support the children respecting the speaker in general conversation and play, though does go some way to learning about taking turns. She is positive in her behaviour management strategies.

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?	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?	3
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?	3
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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