

Inspection report for early years provision

Unique reference number	208815
Inspection date	09/06/2009
Inspector	Melanie Arnold
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 1999. She lives with her husband and two children in the Brant Road area of Lincoln, Lincolnshire. The whole ground floor is used for childminding, with sleeping and bathroom facilities located on the first floor. There is an enclosed, secure garden for outside play. The family has a budgie, fish and a hamster.

The childminder is registered to care for a maximum of six children under eight years at any one time and is registered on the Early Years Register. There are currently five children on roll, four of whom are within the Early Years Foundation Stage (EYFS). The childminder also cares for older children and is registered by Ofsted on both the compulsory and voluntary parts of the 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 satisfactory. The needs of all children are routinely met through the childminder recognising the uniqueness of each child, with each child supported in line with their individual needs and abilities, ensuring they are all included and valued. Planning, observation and assessments systems are in place, however, they have yet to be further developed and linked together, to fully ensure children make more effective progress. Children's welfare is promoted because they are cared for in a safe, secure home, where the childminder implements clear practices and procedures to promote their health and safety. The childminder works well with parents and carers, promoting children's continuity of care and learning. The childminder is beginning to develop a system of self-evaluation to monitor her setting and identify targets requiring further development.

What steps need to be taken to improve provision further?

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

- develop further the observations and assessments to monitor children's progress towards the early learning goals to ensure they are making effective progress in all areas
- ensure observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

Children are cared for in a safe, secure home, where the childminder utilises her space well to provide children with access to a range of toys and resources from which they can freely choose. They are constantly supervised by the childminder, which helps to protect them from harm. Children's safety is ensured because

potential hazards have been identified and minimised through the clear risk assessment procedures. Their well-being is also promoted because the childminder maintains a current first aid certificate and has achieved a level three qualification in childcare. All necessary records, policies and procedures are in place and completed well. They are used to ensure children's needs are met and to provide a sound framework for the care of children.

The childminder strives to develop her service for the benefit of children. She has devised a complaints log to ensure any complaints or concerns can be documented, ensuring the recommendation raised at the last inspection has been met. The childminder also regularly updates her knowledge and skills by attending various training courses. The childminder is beginning to develop a system of self-evaluation to monitor her provision. She has identified some key targets for future development, but has yet to fully develop her practice within these areas. The childminder works well with parents and carers, gathering and exchanging clear information to ensure children's needs are met. She understands the requirement to develop links with other providers when the care of children is shared, to fully ensure children benefit from an integrated approach. Children are treated with equal care and concern, creating an environment where they feel happy and secure. The childminder gets to know each child well, ensuring she is aware of their specific individual needs and preferences. This enables her to promote their welfare and provide appropriate support to help each child achieve regardless of their background.

The quality and standards of the early years provision

Children make satisfactory progress in their learning and development. The childminder provides children with a range of play experiences delivered through indoor and outdoor play. Children enjoy playing with toys and resources which interest them because the childminder knows each child well. Activities are also planned around children's interests, with the childminder providing adequate support to enable them all to participate. The childminder is beginning to develop observation and assessment files showing children's interests and some achievements, which she shares with parents and carers. However, the current system has yet to clearly monitor children's progress towards the early learning goals to ensure they are making effective progress in all areas. The childminder is also not using the observations and assessments to inform future planning for individual children's next steps for learning, to fully ensure they are provided with motivating experiences to help them achieve. Children enjoy regular opportunities to draw and make marks on paper. The childminder encourages children to discuss what they have drawn, giving meaning to their pictures. As children develop their skills, they are encouraged to trace over or copy their name, all of which contributes to promoting their early writing skills. Children's mathematical development is promoted through the childminder incorporating counting activities, colour and shape recognition into their play experiences. Regular outdoor play helps children to develop their physical skills as they access a range of play resources. Children also plant tomatoes and strawberries, where they learn how to care for them to help them grow.

Children are cared for in a clean home, where they access well maintained toys, resources and equipment to meet their needs. They develop good hygiene practices as part of the daily routine, which helps to minimise the spread of infection. Clear policies and procedures regarding exclusion periods for contagious illnesses and child protection, help to protect children's health and safety. The childminder's good understanding of child protection, further safeguards children from potential harm. Children benefit from healthy, nutritious meals and snacks. Their well-being is promoted because the childminder actively chooses to walk to school, instead of going in the car. Therefore, encouraging children to be fit and active. Children learn about maintaining their own health and safety through stories, discussions and regular occurrences. For example, children develop road safety awareness on the daily walks to and from school and through discussions and stories they learn about the people then can trust. Children are settled and feel secure in the childminder's care. They are confident in their surroundings, actively speaking out to make their needs known. Children's good behaviour is promoted through the childminder providing regular praise and encouragement. They are encouraged to learn to share and play co-operatively together with the childminder intervening when necessary to reinforce the importance of this. Children enjoy going to toddler groups where they are provided with further opportunities to mix with their peers and create friendships. Children's understanding of the wider world in which they live is satisfactorily promoted through discussions, activities and the accessibility of some play resources depicting positive images of diversity. All of which provides a sound foundation for children's continued learning and development.

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.	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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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