

Inspection report for early years provision

Unique reference number	EY263632
Inspection date	29/07/2009
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).

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 has been registered since May 2003. She lives with her husband and eight-year-old child in the Bracebridge area of Lincoln. They live in a terraced house within easy walking distance of local shops, schools and park. The whole of the ground floor is used for childminding. There is an enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children, of these, three children may be in the early years age group at any one time. There are currently a total of four children on roll in the early years age group ranging from 17 months to three years. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is a member of the National Childminding Association and attends childminders' meetings on a regular basis. The family has two little dogs and a hamster as pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good and meets the needs of the children in the Early Years Foundation Stage age group. This is a rich learning environment in which all children are fully included. Children contribute to planning their day and their views are respected and provided for. Records are mostly comprehensively maintained. Accurate accounts of children's achievements inform parents well of their child's progress. Reflective self-evaluation is used well to assess the setting and make improvements to the service being provided.

What steps need to be taken to improve provision further?

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

- develop risk assessments further to include a risk assessment of local trips that are made regularly to schools, parks and activity centres.

The leadership and management of the early years provision

Children are safeguarded as the childminder is fully conversant with local authority procedures and is confident that she can recognise indicator signs that would raise concerns. She has a well-constructed policy in place with a clear and comprehensive procedure. She makes certain that parents are fully aware of her duty of care towards children and her responsibility as a provider of childcare. Further to this, the childminder has efficient and effective safety measures in place to keep children safe and she provides vigilant supervision to minimise the risk of accident or injury. She has a current first aid qualification, which enables her to treat minor injuries, and she has permission from each parent to seek emergency medical treatment as raised as a recommendation at the previous inspection, which demonstrates the childminder's willingness to make improvements. All areas

of the setting that are used by children have been risk assessed to ensure the appropriate action has been taken to make areas safe. Planned outings to places of interest are assessed for safety and to ensure that the appropriate resources are used for the individual children attending. Records of these are maintained. However, day-to-day trips in the local area have not yet been included in the risk assessment records, although the safety of children is fully evaluated. Children are provided with high visibility vests so that they can be seen and they learn about road safety and appropriate behaviour when walking. Car seats and appropriate restraints are used to transport children in a vehicle, and pushchairs with straps are used for younger children when walking.

All records that are required for the safe and efficient management of the setting are in place and maintained well. She has completed a self evaluation which reflects her practice and enables her to develop areas and make ongoing improvements. Strong partnerships are established with parents. They have access to all documentation in addition to the records that are kept about their child's routines and progress. Informative details about each child is gathered from the parents to ensure that the childminder knows the child well when they first start at the setting. She values parents highly as their child's primary educator and respects their wishes and preferences. She uses care diaries for very young children to keep parents well-informed about children's changing and developing routines, so that discussions can ensure that new routines meet with the parents' approval. The childminder receives complementary feedback from parents about the service she provides, both verbally and through questionnaires and letters. One parent expresses her confidence in the care being provided for her child and the peace of mind she and her husband feel when they are both working in very demanding jobs. The childminder caters very well for children and parents who originate from countries other than Britain and establishes if they have any specific requests that need to be considered, for example, about diet, language, resources, cultural or religious preferences. Children in this setting are fully included in a happy and vibrant setting with a conscientious childminder who has a good understanding about how children develop and learn.

The quality and standards of the early years provision

This is a very well-resourced setting that provides children with a wide range of choice and variety. Play and learning experiences are stimulating and fun and children make good progress in their learning. A great deal of laughter and good humour exists, which creates a very happy atmosphere in which children feel a strong sense of belonging and security. Children are actively engaged and occupied either through their own choice of play or through purposeful, interactive activities with the childminder. The childminder knows the children well and accounts for their preferences, ages and stages of development. Through regular observations she knows what individual children like to do and skilfully meets their needs and sets appropriate levels of challenge for children to meet the next step in their learning. The activities and resources cover all areas of learning, both indoors and outdoors and are further extended by trips out and about to places of interest. A lot of conversation and chat takes place during play so that children's language skills are extended and children who are still learning to talk hear rich

conversations that help them to develop these skills.

This is a setting that has a mixed age range of children and the young children in the early years age group benefit from the interaction with the older children. The setting is organised as a large family with all children fully included. They learn skills for their future economic well-being, for example, children learn to share and to take turns, to be respectful to each other, pets and resources. They behave extremely well and listen attentively to what the childminder has to say. Minor conflicts are sorted out swiftly and fairly by the childminder and as a result children learn right from wrong with consistency. They have high self-esteem because their efforts are recognised as achievements and rewarded with certificates, stickers and praise. Children have a familiar routine and this enables them to plan their own ideas, as they know what to expect, what is going to happen next and the order of the day. Children know each other well and are developing strong friendships within the group. They are caring, helpful and polite children who play together cooperatively and in harmony.

Children's welfare is promoted very well. They are well-nourished with healthy snacks and drinks and they learn positive hygiene through the highly effective systems that are in place. Children learn to reduce cross infection by washing their hands and by using their individual towels that are kept in a wallet in the bathroom. Children who can use the bathroom independently do so as the childminder has had a new one built downstairs next to the playroom. Younger children in nappies are cared for very well and supported effectively as they develop their independence. Children have plenty of fresh air, exercise, rest or quiet times to promote their physical well-being. They learn about road safety, fire safety and how to be responsible by following simple safety rules that are explained to them. Children really enjoy their time in this setting and are developing well as active learners with an eager disposition towards learning.

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?	2
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?	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?	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?	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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