

Inspection report for early years provision

Unique reference number	EY307506
Inspection date	07/07/2009
Inspector	Gill Ogden
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 partner, who is also her assistant, and six-year-old daughter in Witham St Hughs, Lincolnshire. All areas of their home are used for childminding and there is a fully enclosed garden suitable for outdoor play. Amenities such as a primary school, pre-school and park are within walking distance. The childminder also uses her car to transport children.

The childminder is registered to care for a maximum of five children at any one time during the day and three overnight on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after six children on a part-time basis, four of whom are in the early years age range. The childminder is a member of the National Childminding Association. The childminder is a local authority foster carer but is not working in this capacity at the moment.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a clean, safe and spacious home where close attention is paid to their individual needs. Their welfare is promoted well through consistent routines and procedures. Every child makes good progress in their learning and development within the requirements of the Early Years Foundation Stage and they are especially well supported to understand and care for others and the world they live in. Generally, effective relationships with parents and the local school contribute towards children's well-being and achievements. The childminder has begun to reflect on her practice in order to ensure ongoing improvement in the service she offers.

What steps need to be taken to improve provision further?

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

- involve parents more in identifying learning priorities and planning relevant and motivating learning experiences for each child
- develop an ongoing self-evaluation system to fully ensure continuous development.

The leadership and management of the early years provision

The childminder is a very organised person and this is reflected in the way she uses her home to meet children's needs and the quality of her paperwork. All the required records are in place and maintained well. Policies and procedures are all in writing. They are succinct and reflect the service she offers. Parents are given their own copy and sign up to say that they agree to work within them. There is a recorded risk assessment which is reviewed every six months as well as daily visual checks to ensure environments that the children use continue to be safe. The

childminder has a high awareness of her child protection responsibilities and safeguarding generally. For example, when her partner, who is her assistant, picks a child up from school she makes sure he is fully armed with the knowledge he needs to do so. All toys and play resources are stored carefully which keeps them in good condition and attractive to the children. As a result of the recommendation made at the last inspection, the childminder now has a better range of books and play resources that reflect everyone in society. She has started to consider her practice more and to do a written self-evaluation but she has not yet got a fully effective system in place to ensure ongoing improvement in her provision. However, she does attend training regularly to keep up-to-date with new initiatives and to help her support individual children's needs.

Good links with others who are involved with the children such as the local school, contributes effectively towards ensuring that children experience a balanced day and learning experiences they have in school are followed up and reinforced. Warm relationships exist with parents and the childminder makes sure that any relevant information is shared between them at drop-off and pick-up times. Parents are well-supported by the childminder, for example, regarding the identification of speech and health issues, which they may not have noticed themselves. However, although parents are well-informed about plans for their children's activities and know that records are kept about their progress they do not yet make a significant contribution towards this.

The quality and standards of the early years provision

Children enjoy a clean, safe and spacious environment to play in. The garden offers them regular access to the outdoors for fresh air and exercise and they also go for walks and use the local park. They are kept safe because the childminder has rules in place which are consistently implemented, even with the youngest children, to ensure this. They learn about the dangers of not following the rules such as possibly slipping on the floor if they run around indoors and older children are encouraged to think about younger children's safety. Good personal hygiene habits, such as using their own individual towels to dry their hands after washing them, are rigorously promoted to help minimise any opportunities for cross-infection. They enjoy a simple, balanced diet and are reminded to drink plenty of fluids especially in hot weather. Children are encouraged to keep on trying fruits and vegetables that they may not easily take to and they thoroughly enjoy eating peas fresh from the pod which they help to grow in the garden.

The childminder plans activities carefully and makes use of events and festivals that are happening in the world, such as Earth Day, as a focus for these. She observes and makes mental notes of each child's achievements as they play together and carries out more formal observations and makes records on a monthly basis. She has a system in place which ensures she links progress to the early learning goals in all the areas of learning. As soon as children are able to communicate verbally she involves them in compiling an 'all about me' when they talk about, for example, their likes, dislikes and families. The youngest children take part in planned activities according to their ability and enjoy watching and being with the older ones. Children enjoy choosing their own toys and the

youngest are excited about exploring boxes of toys to see what they can find. The childminder makes the best use of their choices, for example, talking to them in a natural way about colours and shapes whilst they try to fit different pieces into shape sorters. Children shriek with delight when they achieve their goal and learn to speak when they repeat words such as 'star' and 'cross' after the childminder as they pick up the pieces. They are introduced to mathematical concepts such as 'behind' in a natural way when, for example, the childminder prompts them to find a circle shape and gives them a clue as to where it is.

Children have exceptional opportunities to enrich the lives of others, give support, show they care, and try to change things for the better and improve their environment. For example, on a daily basis they are consistently reminded about considering each other whilst they play and learning to share. They visit a donkey sanctuary regularly where the childminder and her family have adopted animals; they help the childminder to choose appropriate toys that she has collected over the year to make up Christmas boxes for children who are less fortunate than themselves in other countries; they make compost which they use to grow fruit and vegetables and they learn about the importance of recycling. All this contributes significantly to ensuring they develop the habits and behaviour appropriate to good learners, their own needs, and those of others and sets them on the road to becoming good world citizens.

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.	3

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?	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?	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?	1
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

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