

Inspection report for early years provision

Unique reference number	EY216511
Inspection date	09/07/2009
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 2002. She lives with her husband and two young children in Market Rasen, Lincolnshire. The lounge, kitchen, ground floor toilet and two bedrooms on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years of age children at any one time and is currently minding two children in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Local schools, nurseries and amenities are within walking distance from the home. The family have a cat.

The childminder is a member of the National Childminding Association and has a B-Tech Nursery Nursing qualification in childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a sound knowledge of the requirements of the Early Years Foundation Stage (EYFS) and therefore children are safeguarded well. They make good progress in their achievements as a range of interesting learning opportunities are provided both inside and outside of the home. Practice is inclusive and the childminder works in partnership with parents to provide consistently for children's needs. She attends regular conferences and forums to ensure she is up-to-date with information and uses this information to evaluate her provision.

What steps need to be taken to improve provision further?

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

- extend risk assessments to take account of the risks associated with the differing types of outings undertaken
- plan children's next steps in learning by analysing observations and using the information to include children's interests in future learning.

The leadership and management of the early years provision

Children play in a well organised, inviting, warm and homely environment. They are constantly supported in their play by a childminder who is interested in what they do and supervises them to ensure they are safe. Comprehensive risk assessments have been completed of the home and garden, with specific ones in place for the use of the large trampoline and for security of the premises. Although she has assessed the daily walk to school, other outings such as trips to local toddler groups have not been assessed and may present potential risks to children. Children's welfare is safeguarded as the childminder is aware of issues relating to

child protection, including being able to identify children at risk and correct procedures for referral. Children are helped to stay safe through discussions about road safety and by actively taking part in emergency evacuations.

Communication with parents is good and ensures they are aware of forthcoming activities and issues relating to children's learning and play. A daily diary informs them of how children's care needs have been met during each day and what they have been playing with. Parents are not yet involved within the observation systems as they are still being developed. Each child is valued as an individual; their preferences and individual routines are respected. They are developing their knowledge of diversity within society through positive learning experiences such as stories and access to a wide range of resources. Documentation is up-to-date, easily accessible and shared with parents. The childminder attends regular meetings, forums and conferences regarding childcare issues and uses the information gained to evaluate aspects of her own provision. She is working to develop her assessment systems and attend further training courses.

The quality and standards of the early years provision

The childminder has begun to record observations of the children and is linking these to aspects in the correct ages for the expectations of the early learning goals. Children's next steps have been identified that relate specifically to the activity the children have been observed in. However, the children are beginning to make their own decisions and choices; it would be more relevant to link in more information about their own interests to make activities and future learning more individualised. The childminder shows a good awareness of the children's needs and ensures they are accessing a wide range of resources. She obtains new items that she has evaluated as being needed such as new animal models, paints and a water tray. The children benefit from learning experiences outside the home that offer a variety of activities such as a local toddler group and a park.

The children are keen and motivated in their play; they access an age-appropriate range of resources and activities independently enabling child-led activities to take place. The childminder is skilled at enhancing the learning for children such as when asked to draw a picture of one of the children, she asks them to describe what they are wearing to build the picture up together. This helps them to observe and use language for description. It also led the conversation on to other subjects and ensured the activity remained child-led. Younger children are able to use rollers and larger pens to make marks and be actively included.

This involvement extends throughout the activities; for example, the children chose a book to read together. The childminder asks them questions about the story and the pictures, the youngest children copy the language and look for the items in the story, whilst the older children make links to significant events in their own lives and try to guess what happens next. They enjoy textural play as they use cups and bowls with cooked spaghetti to pour, scoop and splash. Children's imaginative play is currently focused on role play with dolls and the childminder ensures they have a plentiful supply of resources, including real-life objects such as nappies and use of a changing mat. They explore the properties of paint with

their hands and feet and use brushes to freely create and design their own representations. Early counting takes place through daily routines such as counting how many children there are for lunch.

Children behave well and the childminder is a good role model. The children are praised for showing care and concern for one another and are encouraged to share and take turns. Their knowledge of a healthy lifestyle is being developed through the nutritious lunches provided by the childminder. They include fresh fruits and home grown vegetables daily, with drinks available at all times. They go outside daily for physical play and fresh air, either in the garden or to a local park.

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?	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?	3
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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