

Inspection report for early years provision

Unique reference number	EY136833
Inspection date	08/07/2009
Inspector	Lynn Masterman
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 registered in 2002. She lives with her husband and teenage daughter in Gainsborough, Lincolnshire. The premises can be easily accessed and the whole of the ground floor, including toilet facilities is used for childminding. There is a fully enclosed out door play area to the rear of the premises. Care is offered Monday to Friday all year round.

The childminder is registered to care for a maximum of six children at any one time. There are six children on roll of which, four are under five years. She also offers care to children over five to 12 years old. The provision is registered on the compulsory and voluntary part of the Childcare Register. The childminder is a member of the National Childminding Association and helps to run a local childminding group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a very friendly home from home environment. They are highly respected and their changing needs are positively met through an effective partnership with parents. Positive interaction with the childminder and a well balanced range of activities supports the children's individual learning as they progress towards the early learning goals. Most aspects of their welfare are successfully met through effective practices and organisation of the setting. However, the system in place to regularly review areas accessed by the children lack some very minor details. Overall the childminder has a positive approach to self-evaluation and is beginning to recognise the areas for future improvement.

What steps need to be taken to improve provision further?

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

- ensure risk assessments clearly identify the intended date of review
- develop further the systems to monitor, evaluate and identify the areas for further improvement within the setting
- ensure the fire blanket is appropriately sited.

The leadership and management of the early years provision

Children's learning is effectively promoted because the childminder has a good understanding of child development and a growing awareness of Early Years Foundation Stage framework. Overall, activities are planned within the six areas of learning. The childminder is beginning to evaluate the range of the activities provided and make use of the children's assessment records to help plan for the next stage in their individual learning journey. The childminder makes use of information gathered from other care settings and parents are encouraged to encourage parents

to take an active role in their children's learning. For example, children take home specific play resources to help support their learning in the home environment. Parents are encouraged to observe and share their children's achievements with the childminder. This ensures continuity in their care and learning.

The use of visual and written risk assessments ensure the premises are safe and secure. Children are well supervised and are very familiar with the environment. They are able to choose where they wish play and the childminder respects their wishes. However, the fire blanket is not appropriately sited and some risk assessments lack very minor details, such as the date of the next review. The preparation for general daily outings is thorough and parents are kept fully informed of any specific planned outings. For example, the childminder contacts all planned venues to ensure the safety of the premises, such as the location of fire exits and relevant childcare facilities are available. The childminder has secure knowledge of the signs of potential abuse and the procedures to be followed to ensure children are fully safeguarded. All persons living in the household are appropriately vetted.

The recommendation made at the last inspection has been successfully addressed and implemented. The childminder has a strong commitment to providing a safe, secure and stimulating environment for children. However, the system to monitor, evaluate and identify the areas for further improvement in all areas within the setting is still in its infancy.

The quality and standards of the early years provision

Children are cared for in a very happy and secure environment where their sense of belonging is successfully fostered. They relish their time spent at the childminder's home and have established an extremely close and meaningful relationship. Children are confident communicators and spontaneously whilst eating their lunch the children inform the childminder how much they love her and she reciprocates their affection by reassuring the children of their importance to her. The children's contribution to setting is valued and respected. They are actively encouraged to voice their opinions and to informed make choices, and decisions in all aspects of their care and learning. All children are actively involved in the purchase of new play resources or equipment. They have the opportunity to choose what they would like to play with or to participate in a specific activity. They accompany the childminder to purchase the new toys or to help gather relevant resources to support their interests. The childminder skilfully promotes children's good health and safety in their every day play. Children play with the school bus and the passengers. The childminder asks the children 'should the little boy be sat on the floor of the bus'? The children reply 'no he should be strapped in his seat to keep him safe'. The children and the childminder regularly visit the dentist. They talk about how it is important to keep their teeth clean and how a healthy diets helps to keep them strong.

Children's learning is successfully promoted through a good range of practical purposeful activities, which are child-led, based around their interest and their stages of development. Children love to play in the sand with a variety of different

sized tools and vehicles. They are beginning to use their critical thinking and problem solving. The childminder asks the children 'how do you think we can put the sand in the digger'? She introduces mathematical language, such as under, over, wide and big. The children decide to use the various scoops and collectively with the childminder count the number of scoops. The children receive praise from the childminder for using the tools successfully. The childminder talks to the children about how the weight of digger has left a shape in the sand with straight lines. Children show an interest in pirates and treasure chest. The childminder and the children make a treasure chest with lots of different textured materials, gold coloured, chains, beads, and coins. They dress as pirates in search of the treasure and use torches to search in the darkness for the gold. Their learning is further supported by the use of reference books and stories about hidden treasure. This helps to foster their imagination.

The setting actively promotes an inclusive environment. Children learn to share, be kind and be respectful to others. The childminder helps the children to recognise the importance of feelings. She talks to the children about how to express their dislike about unacceptable behaviour, and how it is important we asked them to stop in a pleasant way. Children are beginning to develop an awareness of the wider world through discussion with the childminder, access to a suitable range of play resources and visits within the local community. They explore cultural backgrounds within their own peer group. They know some children visit grandparents, who live in different countries, such as Italy. They find the country on the map and talk about their visit, and the different foods they eat. Their learning is extended further as they help to cook an Italian meal for their friends.

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

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
---	-----

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