

Inspection report for early years provision

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Inspection date	09/09/2009
Inspector	Sandra Hornsby
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1998. She lives with her Partner and two children aged 13 and 10 in March, in Lincolnshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have pet cats, rabbits and birds.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. She is currently caring for four children in this age range. She also offers care to children over the age of five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the childcare register.

The childminder walks to local schools to take and collect children. She attends the local groups and takes children to the park.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises children's individual personalities and their differing abilities. She is offering a provision that meets children's needs to a satisfactory standard, as the environment is adequately resourced, her interaction with children is kind and caring and children's learning needs are adequately supported. Children's welfare is promoted and the childminder maintains a secure environment where children feel safe. Safeguarding arrangements are in place and children are protected by effective procedures. Partnership with parents is established and they are kept informed of their children's achievements and links with other settings are developing. Because the childminder demonstrates a positive outlook and enthusiasm for improvement she is likely to bring about some changes which will improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop observational assessment and the use of children's next steps in order to plan to meet young children's individual needs
- use observation and reflection to plan and organise a challenging environment that extends children's learning
- ensure partnerships with parents and other EYFS providers is supported and information is shared from the start of the childminding arrangement to extend the children's learning
- ensure the records of complaints maintains complainants details as private and confidential.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by clear guidance, policies and procedures that the childminder adheres to. She is fully aware of her duties and responsibilities and ensures children are cared for in a safe and secure environment. The childminder keeps her knowledge up-to-date and has attended recent training, so has the necessary skills and expertise required. Steps are taken to ensure dangers and hazards are kept to a minimum by thorough risk assessments undertaken on the provision.

The childminder has identified some weaknesses of her provision with the help of her advisor from the local authority and through the completion of a self-evaluation. But, not all areas in need of development have been recognised until the inspection. However, the childminder is motivated to develop her provision and is enthusiastic about implementing suitable plans to improve the outcomes for children. The childminder demonstrates how she supports children's learning, but basic planning and generally insufficient challenge may hinder the more able and older children from meeting their full potential. However, the childminder is aware of some groups of children having different learning styles and is currently developing her teaching styles to meet their needs. She has addressed the recommendation from the last inspection and is familiar with the complaints procedures and sharing complaints with parents on request. Although current plans for change are limited they are likely to bring about some improvement to the provision.

Children benefit from the communication that is on-going between the childminder and parents. Photographs, children's records and adequate information about how well their children are achieving is shared, so parents are kept informed. Children and parents are involved in some decision making and there is a two-way flow of information about main events that are happening. A system to identify children's starting points on entry to the provision is not yet established which means children's progress is sometimes difficult to assess. However, the childminder has an open relationship with parents and they are given opportunities to comment about the experiences of their children. Policies and procedures are shared which means parents are made aware of the childminders responsibilities and what they need to do if they want to make a complaint. Complaint information is openly shared with parents, as required in the EYFS welfare requirements, but the recording system used by the childminder does not maintain the complainants privacy and confidentiality. The childminder is establishing a relationship with other EYFS providers so they can share important information and offer families continuity of care and be able to fully support children's achievements and well-being.

The quality and standards of the early years provision and outcomes for children

The childminder demonstrates a satisfactory knowledge of the Early Years Foundation Stage (EYFS), and has begun to develop systems to support children's learning and development.

The childminder has adequate resources and a sufficient range of activities and experiences immediately available to children to meet their basic needs. These include books, a role play kitchen, dressing up clothes and puzzles and children happily use the equipment with their friends. However, organisation of the room and the storage of equipment limits children's access to a wider selection and children depend on the childminder to get some toys out. Children make some choices about what they do day to day as planning is flexible and not organised specifically around the individual children's needs. Children use some painting pens to draw colourful pictures and do a puzzles together as a group, they enjoy dressing up in sari's and playing with sand in the garden. Children enjoy a story read by the childminder and they all sit together and listen intently. This enables children to develop their social skills, sharing, co-operative play and decision making skills which help develop skills needed for their future. Child-led and occasional adult-led activities are carried out and mostly engage children, but they are not always sufficiently challenging to keep children interested and support their learning effectively. Children are observed in their play and the childminder is aware of what the children enjoy and how they are generally progressing. But, planning is limited, and starting points and observations are not currently used to devise children's next steps and to plan for their future learning needs. This means opportunities do not always enable children to meet their full learning potential.

Children's health and well-being is promoted through effective and shared hygiene practices and routines undertaken by all. Children understand about hand washing and enthusiastically use hand gel to get rid of the germs. Children's medical and dietary details and permissions to seek emergency medical treatment and give emergency medicines are all in place. Healthy snacks and outside play, walks to school and playing in the local park are beginning to help children understand about a healthy lifestyle. Children feel safe and confidently move about the setting and, although children understand about keeping themselves and others safe, on occasions, become excitable and boisterous. Overall, the behaviour is satisfactory and children listen and respond to the childminder who distracts them from their excitement. Children display a settled disposition and form relationships with their peers and the childminder. Opportunities to explore diversity and differences are simply offered through their play and children use equipment and visit the local community to help them gain an understanding in the wider world.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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