

Inspection report for early years provision

Unique reference number	EY235471
Inspection date	11/09/2009
Inspector	Melanie Arnold
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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband and two children in Bracebridge Heath, Lincolnshire. The whole ground floor is used for childminding, with sleeping and toilet facilities located in this area. There is an enclosed, secure garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, three of whom are in the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The care needs of children are met because the childminder recognises and promotes the individuality of each child. Children are sufficiently supported, ensuring everyone is included and valued. Children's learning and development is adequately promoted, however, the childminder has yet to develop her knowledge of the learning and development requirements and implement systems to ensure children fully achieve in all areas. Children are safeguarded and their welfare is promoted through the childminder's appropriate policies, procedures and practices. The childminder works in partnership with parents and carers and she is developing her systems to share relevant information with other providers, to ensure children's continuity of care and learning experiences are maintained. Although the childminder has worked on the recommendation raised during the last inspection, she has not yet developed a system of self-evaluation to fully ensure continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- demonstrate how you will develop knowledge of the Early Years Foundation Stage learning and development requirements to ensure every child is provided with an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. (Organisation) 09/10/2009

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

- make systematic observations and assessments of each child's interests and learning styles to monitor children's progress as they work towards the early

learning goals

- use observations and assessments to identify learning priorities and plan relevant learning experiences for each child
- develop a system of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm and welcoming home. Space and resources are organised generally well to ensure their needs are met. All required records, policies and procedures are in place and completed with relevant information to ensure children are safeguarded and their welfare maintained. For example, a record of risk assessment is used to help identify and minimise potential hazards and the clear policy relating to safeguarding children, in conjunction with the childminder's satisfactory understanding of these procedures, helps to protect children's health and safety. The childminder further safeguards children by ensuring they remain in her care at all times. She has also maintained a current first aid certificate and public liability insurance to help protect children's well-being. However, the childminder has yet to develop her knowledge of the learning and development requirements of the Early Years Foundation Stage, to fully ensure children's learning is promoted in all areas.

The childminder promotes equality of opportunity by ensuring each child is treated as an individual, with their unique backgrounds respected and valued. The childminder ensures any form of discrimination is immediately tackled, which helps children learn to respect diversity and differences. Toys and resources are stored to provide all children with easy access and the childminder's policies and procedures are available to all parents and carers. The childminder has developed appropriate links with parents and carers, to ensure relevant information is exchanged and shared for the benefit of children's care and learning. The childminder also plans to develop links with other providers delivering the EYFS, to further promote an integrated approach to each child's care and learning experiences. The childminder genuinely cares for the children and she has developed a satisfactory range of toys and resources since the last inspection which depict positive images of the wider world. However, the childminder is not fully monitoring her provision through self-evaluation, to ensure continuous improvement.

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

Children freely access a generally good range of well maintained toys and resources, which are stored to provide them with easy access. Their learning is satisfactorily promoted as all children enjoy participating in an appropriate range of activities, like drawing, colouring, looking at books, listening to stories and counting. However, the childminder has yet to fully develop her understanding of

the learning and development requirements, to ensure children are always provided with sufficiently challenging experiences within all areas of learning. Observations and assessments have also yet to be developed and implemented, to fully monitor children's progress towards the early learning goals and to enable the childminder to effectively identify and plan for each child's next steps for learning. Children have fun and they are settled and happy in the childminder's care. Their independence is promoted as they freely choose their own play resources. The childminder provides appropriate support to enable all children to participate in activities. Children relate well to the childminder and each other. Their behaviour is mainly good and their awareness of the wider world is adequately promoted through discussions and the accessibility of an appropriate range of toys and resources depicting positive images of diversity. All of which helps them to develop the skills required for their continued learning and development.

Children are cared for in a safe, secure home, where appropriate procedures are implemented to keep children safe from potential harm. Their needs are met because the childminder ensures children have access to an appropriate range of well-maintained equipment and resources. Children's health is promoted through the childminder maintaining a clean home and implementing appropriate health and hygiene routines. The risk of the spread of infection is minimised because the childminder does not provide care for children when they are ill. Children are encouraged to be active and develop healthy lifestyles through regular exercise. Daily walks to and from school and regular outside play, contribute to promoting children's health. Children learn about protecting their own health and safety through discussions and regular events. For example, children learn about road safety during the daily walks to and from school, they develop appropriate hand washing practices during the daily routine and through discussions they learn about healthy eating.

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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