

## Inspection report for early years provision

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<b>Unique reference number</b>	EY103433
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Gill Ogden
<b>Type of setting</b>	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 was registered in 2001 and lives in Bassingham, Lincolnshire. All of the ground floor of the childminder's home is used for childminding as well as one bedroom on the first floor. There is an enclosed garden which is suitable for outdoor play. Some amenities, such as a primary school, park and pre-school, are within walking distance.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after seven children, all on a part-time basis, three of whom are in the early years age range.

The childminder is a member of the National Childminding Association and does regular voluntary work in the local school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are safe, secure and cared for in a clean and comfortable home. Each child's individuality is recognised by the childminder, which ensures their welfare needs are met generally well and enables them to make satisfactory progress in their learning and development according to the requirements of the Early Years Foundation Stage. Strong working relationships with parents and the local pre-school ensure good continuity of care for all children, especially those with additional support needs. The childminder has acted upon recommendations made at the last inspection and has started to reflect more on her practice which helps towards maintaining ongoing improvement of 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:

- link observations of individual children's learning and development more closely to the early learning goals in order to better identify future targets for them
- develop an ongoing system for self-evaluation to fully ensure continuous improvement of the provision.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a strong framework in place to ensure children are safeguarded well and thoroughly understands her child protection responsibilities. All the required records are maintained and clear policies and procedures are in writing so that parents can spend time absorbing them before they sign up to them. Risk assessments are clearly recorded and daily safety checks are carried

out, taking into account the individual needs of the children attending that day. The childminder has no transport of her own and does not have a computer so she finds it difficult to access training courses. However, she does manage to maintain a current first aid certificate and has been taken by other childminders to do, for example, training on the Early Years Foundation Stage which she considered to be essential. She has also booked to do safeguarding training in the near future. She has acted on the recommendations made at her last inspection so that children have better opportunities to learn about the wider world and the provision for children under three has improved. However, there is not yet a robust enough system for self-evaluation in place to fully support and ensure continuous improvement.

The childminder works closely with all parents to ensure individual children's welfare needs are met and their engagement in their children's learning is being better established. For those children who have special educational needs, relationships support both their welfare and learning well. Strong links exist with the local pre-school and school and these are being built on to successfully ensure every child's good continuity of care and learning.

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

Children enjoy a warm and generally stimulating environment where they soon learn to feel safe. They quickly learn the importance of following road safety rules and taking care about whom they talk to when they are out and about in the community. The childminder is consistent in prompting them about safety rules in the home and children know they must take good care when playing on large equipment outdoors. They gradually learn to be respectful of others and their environment and to play together harmoniously. Children have plenty of space inside to move around freely and safely and have daily opportunities to get fresh air and exercise outdoors in the garden and the park. Meals are provided by both parents and the childminder according to what each child prefers to eat. Drinks are freely available to children.

The childminder is aware of each child's uniqueness and plans activities in line with their individual interests and abilities and to make sure that all the areas of learning are considered. Toys that each child likes to play with are set out for them to help them settle when they arrive and other play resources are easily accessible. The garden is fairly well equipped to promote children's large physical skills. Any individual education plans that are in place for children are carefully followed to ensure that those children who need extra help to achieve are supported correctly and in line with what is being done by others who are involved with them. The childminder observes each child regularly and is aware of what they can do but has not yet linked this closely enough to the development steps towards the early learning goals in order to make sure that every child makes as rapid progress as possible by clearly identifying future challenges for them.

Children enjoy developing their communication skills through lots of interaction with the childminder, looking at books and listening to stories. Children whose

speech is not yet developed are encouraged to have good eye contact and to respond with smiles and gestures. They have fun and have their senses stimulated by, for example, the childminder swinging them safely to and fro between her legs and they respond with delighted squeals. Children enjoy using cars to group according to amount, size and colour and to estimate which one will win when they race them along the hall floor. They enjoy using toys such as interactive steering wheels which help them to use devices in a way that will support their ability to use information technology when they are older. Children enjoy socialising with others when they meet up with them at the park. All these activities help children develop the underpinning knowledge and skills in literacy, numeracy and technology which will start them on the right tracks for their future learning challenges, as well as to respect others and get along with them.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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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