

Inspection report for early years provision

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Inspection date	23/10/2009
Inspector	Angela Hufton
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. He lives with his wife and two primary school aged daughters, in a detached house, in a village near to Gainsborough, Lincolnshire. All areas of the house are used for childminding. The house is accessed by a front door with a small step. There is a rear garden for outside play and two further wooden buildings for use by the children. Amenities such as a park and school are within walking distance. The family has a cat. The childminder works together with his wife who is also a registered childminder and another childminder. Their setting is called Absolutely Positive Childcare.

The childminder is registered to care for a maximum of five children at any one time. He is registered on the Early Years Register and on the Compulsory Childcare Register. He currently has two children on roll in the early years age group but also has joint responsibility for all children on the other childminders' rolls. They have a minibus to transport children to and from school and activities. 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 good.

Children make good developmental progress. The childminder's commitment to ongoing training provides a sound basis for his capacity to maintain continuous improvement. For example, he has just started to complete a National Vocational Qualification level 3 in childcare, and also attends workshops organised by the local authority. However, he has not yet completed the required local authority training. The childminder consistently increases the range of play equipment and resources available, undertakes consultation with parents and children, supported through a detailed self-evaluation. He generally has very detailed policies and procedures to promote children's welfare and takes positive steps to provide an inclusive environment for all children.

What steps need to be taken to improve provision further?

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

- ensure an appropriate initial training course is completed as required by the local authority. (Suitable People) 04/01/2010

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

- extend the use of observations and assessments to more clearly identify children's achievements, their next steps in learning and how parents can more effectively contribute to this process

- extend the levels of detail in risk assessments to ensure they cover anything with which a child may come into contact and expand the level of detail in records such as registers, accident and medication forms to promote children's welfare.

The effectiveness of leadership and management of the early years provision

Children's care and learning is well promoted, particularly in relation to their personal, social and emotional development. This is due to the very positive relationships the childminder forms with children, the support he gives them, and his ability and commitment to helping them achieve and learn. This is particularly evident in relation to the children's self-help skills and their progress with learning to walk. Gaps in children's learning are identified through observation of their play, and a clear assessment of their individual abilities. The childminder asks parents about children's individual routines. Whilst the childminder knows the children well their achievement is not fully identified as the starting point for their next steps. This does not fully support parents to contribute to their assessments. The childminder is vigilant about safety issues through high levels of supervision and conducts risk assessments inside the home and prior to any outings. These cover most hazards and the steps needed to minimise the risks. The childminder's secure knowledge of child protection procedures ensures children's welfare is fully safeguarded.

The childminder sits younger children on his lap so they can join in with games, and activities, and be fully included. He gives children plenty of affection and cuddles, which makes them feel secure and well cared for. Children learn about diversity, for example, through activities and discussions related to celebrations, such as Diwali and enjoy visitors to help them learn about Greek culture. He cares for children from diverse backgrounds and works closely with other agencies to support children with learning difficulties and/or disabilities. Partnership with parents is good. Parents are provided with a good range of written information which ensures they are well informed about the provision and their children's development. For example, policies and procedures, a daily diary, and written observations of children's learning. The childminder says that parents often tell him how happy they are with the provision and has included them in his self-evaluation. Their comments include 'I especially like the family environment' and 'the hygiene and the meals provided are of the highest quality'. The childminder communicates with other settings that children attend and has identified systems such as e-mail to improve communication to ensure information about children's learning and behaviour is shared.

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

Children are provided with a good range of experiences, both indoors and outdoors. For example, they are taken on walks to feed the ducks or the horse centre, listen to stories, play with musical instruments, go on outings to indoor

activity centres, and make fairy cakes. The childminder takes children to the library where they listen to stories and choose books to take home. He dedicates his time to joining in children's play, for example, as he plays throwing and catching games with a range of different sized balls in the garden. Children are encouraged to include each other in their play, and subsequently form good relationships. Activities such as washing pebbles and putting them in size order, dressing up, face painting, and playing in the soft play, successfully include all children and cover all areas of development. The childminder encourages children to notice things whilst they are playing, for example, why the water was higher in the duck pond than the day before. Children develop their physical skills through regular opportunities to use large equipment in a local park, and with the childminders support are keen to try and climb up steps and use a slide, young children understand why they must go up the steps through gentle reminders.

Children are secure and settled, and enjoy hugging favourite soft toys, whilst listening to stories on the sofa. They make very good progress in their personal social and emotional development, and are beginning to gain good self-confidence with choosing and using play equipment. Children develop good self-help skills. They learn to use the toilet independently, put on their coats and shoes, and enjoy helping to lay the table for lunch. Toddlers make good progress with learning to feed themselves. All children are offered an enjoyable and challenging experience across the areas of learning. Plans for outings during the school holidays include visits to the park, to the beach, walks in the woods and visit to various restaurants to try food from other cultures. This enables children to develop a good understanding of others.

Children show confidence, as they ask questions and tell the childminder about their own ideas. They enjoy listening to stories, and choose favourite books for the childminder to read. The childminder changes his tone of voice and reads in an animated way that captures children's interest, and makes babies laugh with joy. Consequently, children join in with familiar and repetitive phrases in books. Toddlers improve their communication, through 'sing and sign' sessions. Children who attend after school, learn the sounds of letters of the alphabet and are beginning to recognise familiar words. Children develop their memory as the childminder plays games and they look through photographs such as of a trip to the airport. Children learn letter formation through using chalk on the garden paving, and have access to a craft activities with resources for sticking, cutting and drawing. They learn to count, notice patterns on toys, and use resources such as number stories and games, to help them learn about 'sequencing' and 'opposites'. Children develop their technology skills as they use a computer and printer in the home and at the library.

Children learn about their own safety. For example, they enjoy taking part in regular fire evacuation practices, and entering into discussions about crossing the road, stranger danger, and how to dial the emergency services. A parent information pack includes detailed policies about children's health, including procedures if a child is unwell. Children are protected from the risk of cross-infection, for example, as they are reminded to wash their hands after using the toilet. Comprehensive nappy changing procedures are followed to prevent contamination. Children are provided with healthy and nutritious food, which

includes lots fresh fruit and home cooked meals.

Children are very well behaved because the childminder fully involves them in everything on offer, and ensures they are well occupied at all times. He has a good knowledge of what children like to play with, and ensures that these resources are made easily available. The childminder talks to parents about methods he uses to manage children's behaviour, such as giving children clear explanations and expectations about how to treat other children, and share the resources. On the whole documentation is very well organised, and there are clear risk assessments in place for outings and fire evacuation. Some accident and medication records do not have explicit detail to fully ensure all aspects of children's ongoing health and registers do not clearly identify which childminder is with which child at any given time.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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