

Inspection report for early years provision

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Inspection date	08/12/2009
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.

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. She lives with her husband and three children in Lincoln, 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 provide care for a maximum of four children under eight years at any one time. There are currently two children on roll, one of whom is within the Early Years Foundation Stage (EYFS). The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The childminder ensures all children are supported and included because she respects and values them as unique individuals. Children make good progress in their learning and development as the childminder's systems are mainly effective in providing children with a range of interesting play experiences. The childminder fully understands and implements her clear policies and procedures to ensure children are safeguarded and their welfare is maintained. Effective partnership working contributes to the integration of children's care and learning experiences. The childminder has made improvements since the last inspection and her system of self-evaluation is generally effective to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observations and assessments to more accurately monitor children's progress towards the early learning goals and use these to identify and plan for individual children's next steps for learning
- develop further the culture of reflective practice through self-evaluation to continually identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Children are cared for in a well-maintained home, where space is used well to meet their needs. Toys and resources are organised effectively to create a warm and welcoming environment, where children freely access their play materials. Children's health and safety is maintained through the childminder's good practices and procedures. For example, the childminder uses a system of risk assessment to ensure potential hazards are identified and minimised. Also, all relevant household members have been vetted as appropriate and the childminder ensures

children remain in her care at all times, which protects them from potential harm. All required records and documents are in place, completed with required information and used to safeguard children and promote their welfare.

The childminder works in partnership with parents and carers gathering and exchanging clear information to ensure children's specific needs are met. Parents are kept well informed of current information through discussions and written daily diaries. The childminder also regularly provides parents with a disc containing photographs of their children at play. Parents can then watch the disc at any time and it enables the children to recall and share their recent and past experiences with their family members. All children are valued as individuals, which enables them to make progress regardless of their background. The childminder's clear equal opportunity and equality and diversity policies, ensure inclusion is promoted. The childminder understands the importance of developing effective links with other providers to promote children's continuity of care and learning experiences.

The childminder strives to make improvements to her service for the benefit of children's care and learning. For example, since the last inspection she has developed her knowledge of safeguarding procedures, she has completed the National Childminding Association quality assurance scheme and she has developed her practice in line with the Early Years Foundation Stage. The childminder continues to develop her knowledge and skills through completing on-going training courses. She is aware of her current strengths and areas for development. However, the childminder has yet to further develop her system of self-evaluation, to fully ensure targets for continuous improvement are identified in all areas.

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

Children are settled and secure in the childminder's care. They display confidence in their surroundings as they freely initiate their own play. All children are supported, with the childminder adapting activities to meet their individual needs. Children have fun as they participate in a good range of hands on learning experiences, which are planned around their interests and delivered through indoor and outdoor play. This helps children to make good progress in all areas of learning. For example, children access a good range of electronic and programmable toys and resources to support their learning and develop their skills in using different forms of technology. Their communication, language and literacy skills are promoted through discussions, listening to stories, singing and mark making activities. Regular opportunities to count and recognise shapes, helps to develop children's mathematical skills. The childminder knows each child well, which enables her to provide a generally good range of activities and play experiences to promote their learning. However, the childminder has yet to fully develop her observation and assessment systems to more accurately monitor children's progress in all areas and to fully identify and plan for their next steps for learning. The childminder interacts well with children, resulting in them benefiting from purposeful play and learning experiences.

Children are cared for in a safe, secure home, where they enjoy playing with a good range of well-maintained toys and resources. Their health and safety is protected through the childminder's clear practices and procedures. For example, children are well supervised at all times, the home is clean and children learn good hygiene practices through the daily routine. The childminder offers comfort and reassurance to children when they are feeling a little off colour and her clear exclusion policy makes parents aware that she does not provide care for children when they are suffering from a contagious illness. This helps to promote everyone's good health. Children benefit from a nutritious range of snacks and regular walks and physical activities, both inside and out, encourage children to develop healthy lifestyles. Children learn about maintaining their own health and safety through discussions and play experiences. Children's behaviour is good. They receive regular praise and encouragement, which promotes their self-esteem. The childminder's clear house rules encourage children to learn to share, to be kind to one another, to use good manners and to value everyone as an individual. Children's awareness of differences and diversity is promoted through their play, planned activities and through discussions. For example, children access a good range of toys and resources depicting positive images of diversity.

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