

Inspection report for early years provision

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Inspection date	08/12/2009
Inspector	Alison Putnar
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 2006. She lives with her adult son, 14 year old child and twins aged 3 years . The family live in Grantham, within walking distance from the town centre. All areas of the property are available for childminding, although this mainly takes place on the ground floor. Toilet and sleeping facilities are provided in this area also. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of four children under the age of eight years old, of these, one may be under five. There are currently three children attending part-time during the week, two of these are in the early years age range. The childminder has use of a vehicle to transport children and take them on outings. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Secure practices are in place for communicating with parents to ensure that children are included and that their cares needs are respected. Systems for communicating about children's development are emerging. The childminder is building her knowledge of how to assess and plan for children's learning. She provides a varied range of toys and activities that help children make good progress as they play, in relation to their starting points. Children's welfare is well maintained. The childminder is beginning to develop systems for reviewing and monitoring her provision to bring about positive improvements for the children and has fully addressed issues raised at the last inspection.

What steps need to be taken to improve provision further?

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

- build further links with parents and other settings that children attend to ensure greater continuity in children's learning experiences and enabling all to work together to support individuals
- expand the methods of assessing children's development, highlighting next steps for children to work towards and make links to planning some activities to further challenge children, helping them reach their full potential
- review the risk assessments to include potentially more hazardous equipment such as the trampoline
- establish systems of evaluating and reviewing practice and using feedback from parents to highlight areas for improvement that will most positively benefit the children.

The effectiveness of leadership and management of the early years provision

The home is organised effectively to provide children with space to play, eat and rest in comfortable surroundings. A child-friendly environment is created through displays of posters and children's work. Toys and resources are readily accessible in the playroom enabling children to settle quickly and begin to play. The spacious house ensures that individual needs are accommodated; several ground floor rooms are available to ensure children can rest or sleep peacefully while others continue to play actively. Children are supervised well to maintain their safety. Written risk assessments are in place but lack some details for some outdoor equipment to ensure that all hazards are effectively considered and reduced. The childminder demonstrates a secure understanding of safeguarding children in relation to procedures for reporting any child protection concerns should the need arise. Household members are appropriately vetted to ensure their suitability to be around children.

Records required for the safe and efficient running of the setting are well maintained. Child information records, details of accidents and medication are secure, ensuring continuity in children's care and enabling the childminder to cater for individual and diverse needs. Relevant permission forms are in place to ensure children are cared for in line with parents' wishes. The childminder has obtained and developed a range of written policies that reflect and guide her practice. These are shared with parents ensuring they are aware of how the setting operates. Informal discussions are held about children's development and written daily diaries are shared between the childminder and parents. Links have not yet been made with other settings the children attend, limiting opportunities for all to work together to give the children as much support as possible.

The childminder is developing knowledge of the EYFS, she uses relevant documents to make sure that welfare requirements are met and to guide her in tracking children's progress. Children make choices in play in the home, use the garden and visit local community resources to enhance their learning opportunities. As such they make good progress in their development through the range of play and activities provided. The childminder has begun to keep learning journals, with photographs, evidence of children's art work and written records of activities and progress they have made across the six areas of learning. The childminder is beginning to highlight some next steps for children to work towards, although, she has not fully linked this to planning some further activities to help children reach these next steps. All children are actively encouraged to take part in the range of activities, promoting their inclusion. A range of toys, resources and books that reflect positive images are provided and used to help children begin to explore similarities and differences in the wider world.

The childminder has recently begun to complete a self-evaluation of her service, this is a new method and as such areas for improvement have not been fully identified or addressed to show a positive impact on the children. Methods of obtaining feedback from parents are informal. A commitment to providing a good service is evident. The childminder seeks advice from relevant professionals such

as local childminding development workers and implements their suggestions to improve and enhance her service. She has addressed issues raised at the last inspection, making improvements to paper work and improving safety through practising a fire drill with children. She has attended required training such as first aid.

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

During the activities children make progress in development through the range of play experiences they encounter. Visits to toddler groups and play sessions enhance their social skills as they mix and play with others of a similar age. The children visit the library, developing an interest in books and enjoying listening to stories, supporting early reading skills and extending vocabulary as they talk about the pictures. In the childminder's home they have many opportunities to make choices in play; fostering their enjoyment and interest. Positively, children choose their favourite activities and revisit familiar skills such as using their imagination when playing with the dolls. Although, sometimes the childminder less effectively brings in wider areas of learning into their self-chosen or favourite activities, for example, missing opportunities to encourage children's early mathematical skills through providing different size clothes for the dolls and talking about those that are too big or small.

The children develop their confidence and independence skills as they select toys from accessible units in the playroom. Labels in the form of pictures and written text support them in making choices and provide opportunities for young ones to recognise some written words. They are encouraged to help tidy away after play to develop their sense of responsibility. Toilet and hand washing facilities are easily accessible, supporting children's independence and helping them develop healthy practices during daily routines. Without question they wash their hands after playing outside. Due to their age, some younger ones occasionally struggle to share and take turns. The childminder effectively uses activities such as playing board games to encourage and support this development. Sensitive methods are in place for managing children's behaviour, maintaining their positive self-esteem whilst helping them to learn right from wrong. As a result children are happy, settled and confident in the childminder's care.

Children explore a range of activities that support their creativity. They enjoy moving and singing along to children's music and explore electronic musical toys. They explore a range of textures and use different materials and tools safely during craft activities. A child attempts to use safety scissors during a cutting activity, developing hand control needed for future writing skills. Chalk boards and crayons are available for children to practise early mark-making techniques. During activities and routines children learn about safe practices such as crossing roads carefully and not to run and jump about inside as they may fall and hurt themselves. The childminder maintains a healthy environment through effective cleaning and hygiene routines. She works closely with parents to accommodate children's individual dietary needs, offering healthy meals that the children enjoy. Children benefit from the fresh air and physical exercise provided through activities

in the garden and during visits to local parks. These opportunities also begin to help children to explore features of the natural world, as they collect eggs from the chickens in the garden and dig up carrots to feed to the pet rabbits.

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	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

The quality of the provision in the Early Years Foundation Stage	2
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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	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

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