

Inspection report for early years provision

Unique reference number	EY385713
Inspection date	12/01/2010
Inspector	Melanie Arnold
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 2008. She lives with her husband and four children in a village to the north of Lincoln city, Lincolnshire. All areas of the home are available for childminding, although most activities take place on the ground floor. Bathroom and toilet facilities are located on the first floor. There is a fully enclosed garden suitable for outdoor play. The family has a cat.

The childminder is registered to care for a maximum of three children at any one time and she is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently three children on roll, one of whom is within 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 childminder works effectively with parents and carers gathering clear information to support children and ensure their individual needs are met. However, partnership working with other providers has yet to be developed. Although children enjoy taking part in an interesting range of activities, the childminder has yet to develop observation and assessment systems to enable children to make more effective progress towards the early learning goals. Children are safeguarded and their welfare is promoted through the childminder's mainly effective procedures. The childminder is beginning to develop her system of self-evaluation 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 closer links with other practitioners where the care of children is shared to promote continuity and coherence by sharing relevant information with each other
- develop observation and assessment systems to monitor children's progress towards the early learning goals and use the observations and assessments to identify and plan for individual children's next steps for learning
- ensure the risk assessment covers anything with which a child may come into contact, as well as all outings.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting, where space and resources are organised generally well to meet their needs. Their safety is maintained within the home and when on outings because the childminder constantly supervises all

children and she identifies potential hazards, taking mainly positive steps to limit these risks. However, the record of risk assessment lacks information relating all potential hazards and all outings. Children are safeguarded because all relevant household members have undergone suitability checks and the childminder ensures children remain in her care at all times. They are further protected from potential harm because the childminder has a generally good understanding of child protection procedures.

All necessary records, policies and procedures are in place, completed with mainly appropriate information and used to promote children's welfare and meet their needs. The childminder has completed all required training courses and she provides children with a suitable range of toys and resources from which they can choose to play with. Effective partnership working with parents and carers contributes to children feeling settled and confident in the childminder's care. The childminder gathers and exchanges clear information with parents to ensure children's individuality is respected and promoted. This enables each child to make progress, regardless of their background or beliefs. However, the childminder has yet to develop firmer links with other provisions to ensure she can fully support children's progress through an integrated approach to their care and learning. The childminder strives to ensure children are well cared for and remain safe while they are in her care. She is beginning to identify some targets for further development through her system of self-evaluation.

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

Children are happy and stimulated as they enjoy playing with a suitable range of well-maintained toys and resources. The childminder involves children in planning their own activities, seeking their views and then planning an interesting range of activities for them to complete in line with their interests and requests. Activities are always available for children to complete, however, sometimes older children choose to just sit quietly and relax as they have had a busy day at school. The childminder enables them to do this, complimenting their already structured day at school. Children are settled and confident in the childminder's care. Their communication skills are promoted as the childminder develops simple conversations with them, showing an interest in what they have to say. The childminder regularly listens to children reading books and she helps them to learn simple words and to make sentences. Children's mathematical understanding is well promoted through regular counting activities and through activities like baking where they learn to weigh the ingredients out and also go to the shops to purchase the items. This helps children to learn about the cost of items. Children also use a range of information and communication technology equipment to support their learning. For example, the childminder provides children with opportunities to learn about cultural events and they often use the computer to access the internet to search for factual information on these events. Although children's skills for the future are promoted effectively, the childminder has yet to develop systems to monitor children's progress towards the early learning goals and identify their next steps for learning. Therefore, they are currently making satisfactory progress in their learning and development, as all areas of learning are

not always effectively identified and promoted.

Children's health and safety is promoted well. The risk of cross infection is minimised through the childminder's good hygiene routines. A relevant exclusion policy also ensures children do not attend when they are suffering from an infectious illness, which helps to maintain a healthy environment for everyone. The childminder ensures children remain safe inside, outside and on outings through her relevant practices and procedures. She encourages children to adopt healthy lifestyles through the provision of a healthy range of snacks. Daily walks to and from school and regular trips to the park also provide children with plenty of fresh air and exercise. Children learn about maintaining their own health and safety through discussions, activities and the daily routine. For example, practising the fire evacuation procedure, enables children to learn where all of the exits are so they can safely evacuate the home in an emergency and through discussion children learn why exercise and healthy eating are important for their bodies. Children enjoy playing cooperatively and sharing with their peers. For example, during a model making activity, children discuss how they can all share the paint. Children relate well to the childminder and their peers and their behaviour is good. The childminder acts as a positive role-model and she helps children to learn to value other people's backgrounds and beliefs, even when these may differ from what they believe in. This encourages children to learn to respect others, ensuring no one is discriminated against. This helps to lay a secure foundation for children's continued learning and development.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met