

Inspection report for early years provision

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Inspection date	11/01/2010
Inspector	Kathryn Margaret Clayton
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 2009. She lives with her husband and two children aged four and five years in Waddingham near Lincoln. Most of the home is used for childminding purposes with the exception of two bedrooms. The premises are accessed by a front door with a small step. There is a secure rear garden for outside play. Amenities such as a park and shops are within walking distance. The family has a rabbit and guinea pig. The childminder is registered to care for a maximum of four children at any one time. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, four of whom are in 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 provides a welcoming and homely environment where children enjoy attending, make steady progress and have most of their development and learning needs met. Children are effectively safeguarded and all welfare requirements are in place. The service is inclusive and meets the needs of all children attending although there are minor weaknesses with the resources and activities undertaken that promotes an understanding of valuing difference. The childminder makes good links with parents, although links with other providers children attend are not firmly established in helping children progress. The childminder has started to evaluate her service, but does not yet involve the views of parents of children.

What steps need to be taken to improve provision further?

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

- improve observations of children's progress by regularly identifying the next steps in their learning
- improve resources and activities that help children to value difference
- develop further links with other providers children attend
- develop further the evaluation process and involve the views of parents and children when possible.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of how to safeguard children's welfare. She has undertaken training and understands the signs and symptoms that may cause her concern. She has up-to-date information of who to contact should she have any concerns about children's welfare. There is a comprehensive risk assessment of the premises and all outings undertaken. The childminder completes

daily checks to ensure good safety standards are maintained. All the required documentation needed to run the childminding service is well-organised and confidentially maintained. The childminder has a good attitude towards ongoing improvement and undertakes additional training to help to improve her service. For example, recently she attended a record-keeping and accounts course. She has completed a basic evaluation of her service and has identified some areas for improvement but has not involved the views of parents or whenever possible, children in this process.

Children are cared for in a lovely environment where they can freely access a large lounge, conservatory, kitchen and spacious hallway. There is also direct access to a spacious safe garden and play takes place both indoors and outdoors. Toys and play materials are easily accessible to children within these areas and they enjoy a wide choice from a selection of good quality items. Children learn about recycling resources through sharing books about the subject, making junk models and recycling within the home. The childminder gathers a lot of information about individual children before they start to attend. For example, parents are asked to complete a comprehensive form about children's likes and dislikes, what they eat, toileting, dressing and sleep routines. Using this information, further discussions with parents and observations over the first few weeks of attendance helps the childminder to very effectively meet the individual needs of all children. Although there are positive images within the childminding home reflecting disabilities there are few resources or activities undertaken that help children to value difference.

The childminder develops good relationships with parents which allow information to be shared in a number of ways. For example, parents see photographs and written information about children's progress; daily discussions take place and the childminder will text, telephone or e-mail parents. There is also a comments and complaints book and parents are fully aware of how to make a complaint should they wish to. The childminder provides them with a very comprehensive welcome pack with all of the policies and procedures that she uses and there is a good range of information on posters in the entrance hall. Parents are very complimentary about the childminding service. The childminder has links with the local school and pre-school that children attend, although these are not sufficiently developed to enable her to use them to extend children's learning.

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

Children are confident and happily settled, make their own choices, they concentrate well and behaviour is very good. The childminder challenges children as they play and this aids their learning. She undertakes useful observations of children's play, but does not always identify the next steps in their development and learning. This means that over a period of time children may not progress well in all areas of learning.

The childminder helps children to solve simple problems and use mathematical language. For example, when playing with play dough children are challenged to make the pieces they have bigger or smaller. Children often count as they play.

They are very active, they use large equipment in the garden such as a slide and swings and indoors they dance, throw and catch using soft equipment and move energetically. Children plan their own healthy meals and snacks and eat items such as omelettes, fresh sandwiches, spaghetti Bolognese and snacks of fruit with plenty of drinks. Hygiene routines are good with children becoming increasingly independent in hand washing. There is a step, liquid soap and individual flannels for children to dry their hands.

There is a good balance of child initiated and adult led play. Discussions between the childminder and children help to encourage their language development. One example of this is when children spend some time every day completing a calendar and weather chart. The childminder uses this opportunity to promote learning by helping children to identify the weather conditions, to count the numbers on the chart and to identify the days of the week. Children have the opportunity to engage with the natural environment when they go on walks, or to the local farm park. They socialise with other children at a playgroup and the local children's centre. Children play with items that promote their information communication technology skills such as a cash till, digital camera and play tools.

Children have the opportunity to explore using a wide range of media and materials. For example, sand, water and play dough. They also take part in painting and collage activities and baking. There are a good selection of creative materials that children can access within the lounge. Children learn about safety as they are involved in the regular evacuation of the premises. The childminder makes sure they have high visibility jackets on when out walking and teaches them about the importance of road safety.

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?	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	3
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	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

Outcomes for children in the Early Years Foundation Stage	2
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	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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