

Inspection report for early years provision

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Inspection date	21/04/2010
Inspector	Janice Walker
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 has been registered since 2000. She lives with her husband and teenage son on the outskirts of Lincoln. The home is within walking distance of local facilities including community centre, shops, parks, schools and rural walks. All areas of the property are used for childminding although this mainly takes place on the ground floor with toilet and sleeping facilities available within this area. There is a designated play room with separate entrance and direct access to the enclosed rear garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, three of whom may be in the early years age range. She mainly works with her co-childminder and together they may care for a maximum of twelve children aged under eight years. Currently, they are caring for eleven children between them, nine of whom are in the early years age range. Both childminders have joint responsibility for the childminding practice and provide care all-year round. The childminder has a vehicle available for her use. She is a member of the National Childminding Association and holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide a happy, stimulating environment in which children's welfare is successfully promoted. All children make good progress towards the early learning goals as they engage in a wide range of interesting play experiences both indoors and outside of the home and the childminder has devised mainly good systems of monitoring this. Close working relationships with parents and the local pre-school help to ensure that the needs of children are well met. The childminder has made improvements since her last inspection and along with her co-childminder, evaluates the provision on a continual basis, taking positive action when areas for improvement are identified, therefore continually improving the outcomes for 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 that each child is assigned a key person (Organisation). 29/04/2010

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

- develop further the observation and assessment systems to ensure children's

progress is more accurately monitored across all the areas of learning and use this information to identify clearer learning intentions when planning activities

- develop further the systems for sharing relevant information with other providers for all children who attend more than one setting, to fully ensure their continuity and progression.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. Detailed risk assessments are in place relating to the home and used as an ongoing check list to ensure that children can safely move around, undertake personal routines and access their play materials. Clear safety procedures help to ensure that children remain safe on routine outings and school runs. Good security measures ensure that access to the premises is restricted and routine checks of fire equipment along with emergency evacuation drills help to ensure children remain safe in the event that the building needs to be evacuated in an emergency. Robust procedures mean that all adults on the premises remain suitable to be in contact with children and that children are very well supervised at all times. The childminder has a clear understanding of her responsibilities regarding child protection; she has undertaken relevant training and has a written policy which contains up-to-date information and relevant contact numbers if needed. The childminder works very well with her co-childminder and is well organised. Although they do not yet operate a key worker system, which is a breach of a specific legal requirement, they plan and provide a stimulating environment where children can easily and independently access their toys and play materials. They support each other so that they can effectively respond to children's individual needs and routines and daily routines run efficiently. Good organisation of space within the home ensures that younger children can rest undisturbed whilst others continue to engage in their chosen activities. Required records to support to safe and efficient management of the provision are in place and readily to hand when needed.

The childminder has established good relationships with parents. She gathers relevant information from them regarding their children's routines, abilities, backgrounds and beliefs so that she can meet their individual needs. Parents are well-informed about what their children have been doing and how they are progressing through ongoing verbal exchanges and regular access to their 'learning journeys'. In the main, systems for sharing information with other providers where they care of children is shared are strong although are not yet firmly established with all relevant providers. The childminder has a good understanding of the need to reflect on her childminding practice. A recent self evaluation undertaken by both the childminder and her co-childminder, accurately reflects positive practice and areas for further development. She strives to keep abreast of current good practice through attending regular training, accessing relevant childcare publications and through her effective links with other local childcare professionals. She has taken on board the recommendation made at her last inspection and makes effective use of information gained to improve the quality of the provision for the children attending.

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

Children make good progress in their learning and development because the childminder has a secure knowledge and understanding of their individual needs. This is gained through basic information which is shared with parents during the settling-in process. Through careful planning of the indoor and outdoor environment, children access an interesting and varied range of toys and activities which support all areas of their learning and development. Along with her co-childminder, she makes ongoing observations and through highly effective systems for sharing these with each other, she develops a clear understanding of what all children can do. However, systems are not yet fully effective in monitoring children's progress across each of the six areas of learning therefore they do not always make the best progress possible. The environment is bright and welcoming, both indoors and out, where all children are made to feel welcome. Positive images of differences within society are portrayed on display boards and within many of the toys and books, supporting children's awareness of diversity. This is also well supported through planned activities such as food tasting and dressing up for Chinese New Year and art and craft activities at Diwali. There is an abundance of excellent resources which the childminder and her co-childminder use effectively to create a vibrant and stimulating environment. The organisation of the play room into 'learning zones' with extensive resources within each area, successfully encourages children to explore and investigate independently. They have many opportunities to choose what they would like to play with and develop good independence skills as they freely access their toys and move around the room and outdoor area. Planned activities, such as visiting a local park to play on the new log trail and then designing and building their own in the garden, provide broad and varied learning experiences. The 'learning story' book is a valuable resource which acts as a visual reminder of the process and learning involved.

Children's welfare is promoted well in this setting. Along with her co-childminder, the childminder monitors the premises, toys and equipment on an ongoing basis to ensure they remain suitable and safe, enabling children to play and explore their environment safely. She builds good relationships with them giving them the confidence to express themselves and try new experiences. Routines such as safe procedures for walking when out in the local community, crossing roads and practicing the emergency evacuation procedures, support children's understanding of possible dangers and how to keep themselves safe. The childminder gives high priority to good hygiene practices. Children know the importance of hand-washing and all have their own identified linen. Very high standards of cleanliness are maintained throughout the home and a clear policy is in place regarding the exclusion of children who are unwell. All this helps to minimise the risk of spread of infection. The childminder works effectively with parents to ensure that children have healthy balanced meals and actively promotes healthy eating through the provision of fresh fruit as part of all meals and snacks. Daily walks to school provide children with fresh air and regular times playing in the well-equipped garden or at the local park offer opportunities to practise their climbing, running and balancing skills. The childminder encourages good manners, positive

behaviour and respect for others through her high levels of attention and effective role modelling. She provides regular opportunities for all children to socialise in the local community where they learn to respect and get along with others. The range of experiences provided along with the high level of support children receive, ensures that they have good opportunities to develop the knowledge and skills they need for the future.

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

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	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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