

Inspection report for early years provision

Unique reference number	404597
Inspection date	13/01/2010
Inspector	Carys Millican
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 2001. He lives and works alongside his wife, who is also a registered childminder. They live with their adult family in Wigton, Cumbria, close to shops, parks, schools and public transport links. The whole of the ground floor, the upstairs bathroom and a small bedroom are used for childminding. There is a fully enclosed rear garden available for outside play.

The childminder when working alone is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. When working jointly with his wife they are registered to care for a maximum of 10 children under eight years at any one time, no more than six of whom may be in the early years age group. Together they are currently minding 15 children, of whom nine are in the early years age group. The childminder offers care to children aged over five years to 11 years. The childminder provides care from 8am to 6pm, Monday to Friday, throughout the year. The family has one dog. The childminder collects children from the local school.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. He is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are kept safe and secure in this well organised play environment where they have access to a wide range of interesting play and learning materials and experience lots of fun and enjoyment. The childminder is skilful in supporting children's individual learning, and provides an excellent range of well-planned activities to ensure children's achievement is successfully promoted. The childminder has been childminding for a number of years alongside his wife and has an excellent awareness of individual children's care and welfare needs. Children benefit from the positive relationships established with parents and the local school. The childminder has made a good start on self-evaluation to maintain improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing children will undertake (Safeguarding and promoting children's welfare).

13/03/2010

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

- further develop observation and assessment by identifying the next steps in children's learning to inform planning
- further develop links with school in order to complement the learning taking place and encourage parents' involvement in their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. The childminder has a statement in place and is aware of his role and responsibility should he have a concern about a child in his care. Suitability checks have been completed on all household members and he makes sure visitors and un-vetted persons do not have unsupervised access to the minded children. Children are kept safe and secure in this child-friendly family home. Specialist safety equipment is used; for example, safety gates to restrict access to the kitchen and stairs. Therefore, children can move around and explore the environment safely and securely. The childminder completes daily safety checks to minimise the risk of injury and a risk assessment is maintained for indoors and for outdoor play areas. Outdoor activities, such as local walks and outings into the community, do not have a written risk assessment completed, which is a specific legal requirement. Children learn how to stay safe in a range of situations, as the childminder talks to the children to raise their awareness, for example, when playing outside or when out walking. The enabling environment allows children to freely access a suitable selection of age-appropriate resources that are stored to promote independence, choice and decision making. Children develop a sense of belonging and have formed a close bond with the childminder and his wife.

Children benefit from the positive relationships developed with parents. Information is gathered from parents at the start of any arrangement to enable consistency of care. Daily diary entries ensure parents are fully informed about their child's day. Children's emerging interests and ongoing development are observed by the childminder and recorded in an exercise book. Although these books are regularly shared with parents, there are no comments added by them; for example, about what children do at home, changing interests or what they would like their child to achieve next. Parents state how they value highly the relationship, care and flexible service that the childminder and his wife provide for them and their children. The childminder is aware of the importance of working in partnership with other settings the children attend in order to complement the learning taking place. Although the childminder's wife has involvement with the school, a more formal arrangement for the exchange of information is not established. This is noted as an area for development by the childminder.

The childminder is committed and dedicated to further develop the childminding service that he jointly provides with his wife. Although self-evaluation is in the early stages of development, the childminder has made a positive start by reviewing and evaluating everyday working practices to identify strengths and

areas of improvements. For example, identifying training to keep up to date with early years issues and developing paperwork.

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

Children are settled and feel at ease in the relaxed atmosphere created by the childminder. They enjoy themselves and have fun as they take part in a number of adult-led and free-play activities. Children enjoy the social interaction when playing table-top games. From a young age they learn to share and take turns, and learn rules, patience and how to cooperate with others. Children thrive in the childminder's company and benefit from the one-to-one support they receive from this male role model. The childminder actively takes part in activities. He sits with the children, talks to them and asks them questions to challenge and extend their learning. The childminder has developed a close bond and relationship with the children. He knows the children well, including their individual needs and unique attributes. Children enjoy craft activities, during which they make sheep using card and wool. They problem solve and count the toy wild animals when sorting them into groups. Children laugh and giggle as they make wild animal noises. They enjoy these experiences and the play opportunities available to them.

Children are very confident and self-assured. They help themselves to the toys available and confidently play alongside each other in the playroom. The childminder constantly promotes children's self-esteem and self-confidence by positively praising their efforts. Children make choices and decisions as they play thus gaining in independence. They are making steady progress in relation to their initial starting points. Children are observed as they play and this information is entered into individual exercise books. However, these observations do not mention the next steps in children's learning to inform future planning. Children feel safe and secure in the setting. Routines are followed, such as morning naps or afternoon quiet times, which are consistent and familiar to them. Children's communication skills are promoted; they make eye contact and vocalise with the childminder, who constantly reinforces their language and communication. Children enjoy dressing up and use their imagination in role play using small world toys, such as castles and dolls' houses.

Children follow essential health and hygiene practices. They adopt good personal hygiene habits through regular hand washing routines after craft activities, after going to the toilet and before eating. Children's independence is promoted by the use of a small step to enable them to reach the adult sink. They are also provided with small individual coloured towels to dry their hands. Children are provided with healthy, nutritious, homemade meals and a variety of fruit snacks. A social occasion is created at lunchtime as children enjoy sitting together in the kitchen to eat their delicious meal. The childminder ensures fresh drinking water is readily available in the playroom and nappy changing routines are hygienically met. Children get plenty of fresh air and exercise. They walk to the local school to take and collect children and enjoy outdoor play in the garden where they can explore the environment, move around on sit and ride toys and climb on large apparatus, thus developing their physical skills.

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	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
--	---

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

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
---	-----

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