

Inspection report for early years provision

Unique reference number	317234
Inspection date	13/01/2010
Inspector	Carys Millican

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 1996. She lives and works alongside her husband, 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 on the first floor 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 her husband, together 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 on roll, 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. 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.

Children are happy, confident and settled in this safe, secure and stimulating environment. They make suitable choices and decisions as they freely access a wide selection of resources and play opportunities that meet their individual needs and interests. The childminder effectively supports children to make sound progress in their development as they play in the designated playroom of this well-organised family home. Children benefit from the positive relationship established with parents and the developing partnership with other settings children attend. The childminder is a committed and dedicated practitioner who has made an initial start to the self-evaluation process to reflect on her practice and professional development.

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 to comment on their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected. The childminder has an excellent understanding of her role and responsibility in child protection issues and can clearly explain what action she should take if she had any concerns regarding the welfare of a child in her care. All suitability checks are completed for all adults living or working in the family home and the required documentation, such as a visitors' log and identity checks, ensures children's safety. Children are closely supervised at all times and are never left alone with anyone who has not been vetted. Children's safety is promoted through the identification of potential hazards and minimising risk. The childminder completes daily safety checks throughout the home and safety equipment is used to restrict access to designated areas, for example, the stairs. However, written risk assessments are not completed for any outings. This is specific legal requirement.

Children play in a well-organised, child-friendly home where they are able to independently and freely explore their environment. They make independent choices and decisions about what they want to play with from a wide range of accessible, good quality resources. These resources are rotated to ensure children access a good balance of activities covering all areas of learning. The childminder has a superb understanding of how children learn through play, and this is effectively led by children's interests and a balance of planned activities. Children's unique attributes and individual needs are recognised by the childminder, and they feel valued. They access a selection of resources and planned activities that help promote their understanding of the similarities, differences and diversity of the world around them.

Children benefit from the positive relationship the childminder has developed with parents. The sharing of information ensures children's individual needs are well met and continuity of care is assured. Parents express a high regard for the professional service and flexible care the childminder and her husband provide. Parents and children are warmly welcomed into the childminder's home where they are given time to get to know her and her family. Documents and records are confidentially maintained. Children's activities, care and welfare routines are recorded daily in individual diaries. These are shared with parents at the end of each day. The childminder gathers information from parents on initial visits which, alongside initial observations as children play, form a basis for the starting points in children's development and learning. All children have individual record books with some photographic evidence and written observations completed. These are

shared on a regular basis with parents. However, parents do not add comments into either of these documents, for example, about children's changing interests, what children do at home or what they would like their child to achieve next. Some early years children are taken to and collected from the local school; however, the childminder has not formally approached the school to establish systems for exchanging information to ensure continuity and coherence of learning experiences.

The childminder is an experienced, dedicated and committed practitioner who regularly updates her own professional development by completing training in early years subjects. Although the self-evaluation process is in its early stages, the childminder, who works jointly with her husband, is clear on her responsibility to establish effective systems to monitor the effectiveness of her provision. Through discussion she is clear on her strengths and areas for improvement, and the recommendation from her last inspection has been completed.

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

Children thrive in the relaxed, warm and welcoming atmosphere created by this experienced childminder. They experience numerous play opportunities in which the childminder skilfully challenges and supports children as they play. Children enjoy themselves and have fun independently helping themselves to a wide selection of toys and self-chosen activities. Play opportunities initiated by the childminder, in discussion with the children, cover the six areas of learning and follow children's emerging interests, for example, animals. Children benefit from the small group activities and the one-to-one support they receive. Therefore, they are developing and achieving well in relation to initial starting points. The childminder knows the children well. She asks them what they would like to do in more structured play situations, for example, completing creative activities. The children's interest in animals continues in the craft activity as they make a 'woolly' sheep. The childminder interacts with the children throughout the activity. She sits with the children asking them simple questions, which skilfully extends their language and communication skills. The childminder provides for an inclusive environment. She has developed a close bond and relationship with the children, and knows them and their individual unique attributes well. Children enjoy playing with small world toys, such as castles and dolls. They complete floor puzzles competently and dress up in role play scenarios. Learning opportunities are created throughout activities. Children play with a selection of wild animals. They sort them into specific groups and count them.

The childminder's constant positive praise and the relaxed environment enable children to feel comfortable, confident and self-assured. The positive relationships and developing friendships aid children's behaviour and emerging social skills. Sensitive observations are completed as children play, which are noted in individual record books. However, the next step to support further development and future planning is not recorded. Children follow consistent and familiar routines; therefore, they develop a sense of security and feel safe. Children settle easily at rest times and they are monitored as they sleep upstairs.

Children's health and hygiene practices are consistently managed. They learn to follow regular hygiene routines, learning how hand washing is important after using the toilet and before eating their meals. Children's independence is supported by the use of a small step so they can reach the adult sink, and they use individual coloured towels to dry their hands. Children are provided with healthy, nutritious, homemade meals which are freshly prepared and cooked by the childminder. Children enjoy their food, and their social skills are supported as the childminder encourages children to sit altogether in the kitchen. The childminder ensures fresh drinking water is readily available in the playroom so children can help themselves. Nappy changing routines are hygienically met. Resources and equipment are sturdy, safe, clean and well maintained. Children get plenty of fresh air and exercise. They walk to the local school daily and go on rural walks. They enjoy playing outside in the garden in warmer weather, where they can explore the natural environment in safety and access an extensive selection of outdoor apparatus, such as climbing frames, slides, sit and ride toys and playhouses.

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
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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

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