

Inspection report for early years provision

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| Unique reference number | EY394225 |
| Inspection date | 09/02/2010 |
| Inspector | Angela Hufton |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her husband and three children, two of whom are school age and one pre school child. The home is in Grantham, Lincolnshire. The whole of the house is used for childminding, however, this normally takes place on the ground floor with bathroom facilities in this area. There is a secure garden available for outside play. The home is accessed by a driveway to the front of the property.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of five children under eight years, two of whom may be in the early years age group. Currently she has four children on roll of which one is in the early years age group and two of whom are in the compulsory age group. She has a car to take and collect from local schools. The childminder provides overnight care. The childminder receives support from the local authority.

There were no minded children present at the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, welcoming and child friendly environment. She talks knowledgeably about the children demonstrating she understands how to meet their needs effectively. An overall informative set of written policies and procedures underpin the practice and are fully shared with parents. Systems to keep children safe are mostly robust. Effective partnerships with parents help to promote an inclusive practice and partnerships with other early years professionals are beginning to be established. The childminder has begun to evaluate her practice to identify areas for future development to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop risk assessments to include anything with which a child may come into contact
- develop systems for observations and assessments to identify children's starting points, their achievements and how this links into planning for their next steps
- develop systems for self evaluation to identify priorities for improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded while in the childminder's care, checks on all adult members of the household are completed. Risk assessments within the home and for all outings are in place, most hazards are identified and minimised. At present risk assessments do not cover rooms that children do not normally access, such as bedrooms, to fully ensure all aspects of their safety. The childminder has a good awareness of child protection issues and of the procedures to follow, she has outlined her responsibility to parents both verbally and via a written policy.

The childminder has a secure knowledge of the Early Years Foundation Stage and as a result, demonstrates she has suitable systems to effectively meet the needs of children. She is beginning to evaluate her practice, although, this is at an early stage. The childminder has a commitment to her ongoing professional development and procedures are in place to access additional training. Children have easy and safe access to a suitable range of good quality, age appropriate resources. The childminder actively promotes equality of opportunity. She provides a suitable range of resources that reflect differences and are freely accessible. In addition, she plans a range of activities that are age and stage appropriate for children.

Strong relationships with parents are fostered as parents are included in their child's care and development. An initial discussion outlines the likes, dislikes and abilities of the children and this forms a sound baseline for the childminder to pitch the activities at appropriate levels. Procedures are in place to ensure information is shared informally about the achievements and progress of the children. The childminder is developing observations and photographs to support children's achievements towards the early learning goals and to enable these to be shared with parents. Written and verbal policies and procedures are also fully shared with parents.

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

The childminder demonstrates that she makes suitable provision for the children to make sound progress in their learning and development. Activities are planned to reflect the individual needs of the children taking into account their interests. Children have a balance of adult led and child initiated experiences demonstrating that the childminder understands she needs to stimulate and challenge children to help them progress effectively towards the early learning goals. The childminder is developing systems to undertake observations of children's achievements and has identified she needs to link these to areas of learning and the early learning goals. Photographs and examples of children's work support their achievements. The childminder has identified improvements to the assessments of children and has procedures in place to implement changes. She plans to complete 'learning journeys' on a regular basis to see the progress or gaps in children's achievements.

The childminder has systems to help children develop an awareness of healthy lifestyles as they enjoy balanced nutritious snacks. Independent access to drinks helps them to make their own choices of when they want a drink. Good daily hygiene procedures help to prevent the spread of infection. Children learn how to keep themselves safe when, for example, they practise the fire drill and know how to get out quickly should they need to do so. The childminder demonstrates the importance of praise and encouragement to promote good levels of self-esteem and she understands how to deal with any behavioural issues in a suitable way. Experiences provided and available resources help to ensure children develop appropriate skills 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

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| 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

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| 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 | 3 |
| 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 | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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