

Inspection report for early years provision

Unique reference number	EY357910
Inspection date	14/05/2010
Inspector	Karen Marie Tervit

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 has been registered since 2007. She lives with her husband and young son in Willington. Their home is within walking distance of shops, schools and pre-school facilities. Minded children have access to the whole of the childminder's home. There is a rear garden available for outdoor play. The family has three cats as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom not more than two may be in the early years age group. She is currently caring for two children in the early years age range. Children attend on a part-time basis. She offers care to children aged over five years to 11 years. The childminder is a member of the National Childminding Association and the local network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. They are very much valued as individuals. The childminder is developing her understanding of the Early Years Foundation Stage, and observations of children's play and learning are mostly used well to inform her practice. Most of the required documentation to promote children's welfare is in place. The childminder is keen to develop her practice; she is beginning to look at ways to evaluate this. Consequently, the capacity of the provision to maintain continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- develop the systems for recording children's progress, including, matching observations to the expectations of the early learning goals and identifying learning priorities
- update child protection procedures so that appropriate contact numbers are easily accessible
- update the record of risk assessment to include any assessments of risks for individual outings and trips
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded. The childminder has a sound understanding of her role in protecting children. She has suitable knowledge of the

signs and indicators of abuse. However, contact details are not easily accessible to enable the childminder to act promptly if she has any concerns. Children's safety is assured within the family home. All adults living in the home have undergone suitability checks. Children play in a well maintained, homely environment. They are kept safe, both indoors and outdoors, through the ongoing safety checks completed by the childminder. Risk assessments are completed for indoor and outdoor areas as well as for outings. However, there is no written record for some individual outings.

The childminder has some awareness of further improvements that she would like to make to her provision. For example, she is keen to develop her knowledge of the Early Years Foundation Stage further. However, self-evaluation is in the early stages of development. Since her last inspection the childminder has completed food hygiene training as well as her level 3 in childcare. She also positively addressed the recommendation made; she now keeps an accurate record of children's attendance. She regularly meets with other childminders to share good practice. The childminder does not have any children with special educational needs and/or disabilities attending the setting. However, she demonstrates a genuine commitment to ensuring that all children are included and to working with parents to meet individual needs. The childminder has a positive approach to equality and diversity, and provides a welcoming environment for all children and their families. The childminder ensures that a suitable selection of play materials are displayed at the children's height to promote independence and free choice.

Children are able to settle according to their individual needs. Parents discuss children's needs with the childminder before they start, and they are well-informed about the provision, the activities provided and routines through daily conversation and written information. The childminder provides parents with regular information about their child's care and learning either verbally or through text messages. Suitable links with other providers of Early Years Foundation Stage ensure that the childminder is aware of topics which the children are covering, so that she can complement activities and continue to develop children's learning.

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

Children and their families share a close relationship with the childminder. They are happy, settled and relate well to the childminder and her husband as they join in with their play. Children independently access a good selection of play opportunities that support their progress in their learning and development. Further resources are available, with children being able to ask for these. The childminder knows the children well, and can confidently explain some aspects of the children's learning and some of the next steps she has identified in their learning journey. She has begun to develop a system for observing and assessing the children. However, this is in the early stages of development.

Children's understanding of the differences and diversity of the world is effectively met through activities, access to resources and discussions when looking at pictures and books. Children celebrate festivals and special events and learn to

respect the similarities and differences of each other. Children confidently name characters from favourite films as they look at stickers. They thoroughly enjoy filling their buckets as they play in the sand and planting bulbs and seeds, then looking after them. They use their imagination well as they pretend to be travel agents. The childminder promotes communication skills well and constantly interacts with the children and encourages their developing speech. She encourages them to name colours, count and match. This helps to promote children's problem-solving abilities as well as introduces counting skills. Children concentrate for long periods of time with simple puzzles, with the gentle support of the childminder. Children enjoy a good range of creative activities. A suitable range of books are available for children to look at independently and with the childminder. Children enjoy regular outings in the local area, such as visiting the local farm, park and soft-play centres. They receive suitable opportunities to experience fresh air on a daily basis.

Children are introduced to safety and how to keep safe as the childminder involves them in regular fire drills and safety discussions, particularly around road safety when walking. Children follow good daily hygiene routines and are well protected from illness and infection. Procedures are in place for when children become ill, along with detailed recordings of any accidents and the administering of any medication. Children enjoy a well-balanced range of healthy meals, snacks and drinks. Children behave well. The childminder and children talk about sharing toys and resources. They receive praise for being kind to each other.

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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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

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