

Inspection report for early years provision

Unique reference number	EY371333
Inspection date	08/03/2010
Inspector	Kathryn Margaret Clayton
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 2008. She lives with her husband and three children aged six, three and 15 months. The childminder is registered to care for three children and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. Currently there are four children attending of whom two are in the early year age range, although no minded children were present at inspection. The childminder lives close to Gainsborough town centre, Lincolnshire. Shops, parks and schools are within walking distance. The whole of the house is registered, however, childminding mainly takes place on the ground floor. There is a fully enclosed garden available for outside play. The family has two pet cats. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming home where their individual needs are recognised and met and they make steady progress in their development and learning. The childminder has a clear understanding of child protection procedures, but has not met all of the welfare requirements. The childminder has evaluated the childminding service appropriately, identifying some areas for improvement. Friendly open relationships are made with parents where information is shared. The childminder makes links with other providers that children attend, although there are some weaknesses in the effectiveness of these.

What steps need to be taken to improve provision further?

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

- request written permission from parents, to seek necessary emergency medical advice or treatment for children in the future. (Safeguarding and promoting children's welfare) 22/03/2010

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

- develop further use of the garden area during the winter months and provide more messy play experiences for younger children at home
- develop effective working relationships with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

There are a suitable range of policies and procedures that support the childminding service, including a clear safeguarding children policy. The childminder can recognise the signs and symptoms in a child that may cause her concern. Parents are made aware of her responsibility to safeguard children and there are up to date contact numbers readily available for the Local Safeguarding Children's Board. The childminder makes sure parents know how to make a complaint should they wish to and has a system to record and investigate complaints. Thorough risk assessments are completed for all of the areas children use and any outings undertaken. The childminder does not have written permission from parents to seek emergency medical advice or treatment in the future. This is a breach of requirements which impacts on the arrangements to fully secure children's health. All accidents are correctly dealt with and recorded and there is a clear system for administering medication.

The childminder has completed all of the required training including a first aid course. She is keen to develop her childminding service and has identified her own areas for improvement. Children play mainly in a bright and attractive playroom where they can access a suitable range of resources. There is a large comfortable lounge leading onto a safe garden which is regularly used in fine weather, but less often throughout the winter months, so children do not always have regular outdoor play opportunities.

The childminder makes sure she finds out enough information about each child to be able to meet their needs. All dietary needs and allergies are recorded and met in close consultation with parents. By ensuring alternative foods are available all children can be fully included in activities, such as baking session. Children access books, play people and dolls that reflect our diverse society in a positive manner. Parents share information with the childminder, mainly through daily discussions, but also through a communication book and by them having access to written assessments the childminder has completed. The childminder makes links with other settings children attend, for example, the local school. She gathers general information about themes that children are working on, however, the information is not specific enough to help them work together to aid children's progression.

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

Children are cared for in a very clean homely environment. They enjoy a stable routine with plenty of opportunities throughout the week to be active and socialise with other children as they attend a number of other organised groups. Children, for the most part also enjoy a suitable range of activities throughout the week at home, although young children do not have regular messy play opportunities at home where they can explore a wide range of media and materials.

The childminder plans activities according to the children's interests and makes

sure toys are rotated regularly. She completes written observation of children and identifies the next steps in their learning. She then uses this information to help children progress and enjoy new experiences. The childminder talks to children about what they are doing to help to extend their vocabulary and thinking.

Children learn about letters and words as they make up their own sentences, for example, when making a label for Paddington bear. Young children enjoy sharing stories with the childminder. The childminder uses incidental opportunities to help children to learn, for example, counting money when they pretend to go to the shops. She also helps them to learn about shapes by encouraging the use of suitable resources such as shape sorters.

Children take part in activities, such as gathering collections of leaves, looking closely at these and discussing them, so helping children learn about the natural world. Children are quite active during the week. When using the garden they play on equipment that challenges them physically, such as swings and a slide and there are bikes, a see-saw and trucks at the various groups the children attend throughout the week. Children enjoy healthy homemade meals, such as lasagne or cottage pie and drinks are readily available to all children.

The childminder encourages children to make choices in play; they love dancing, playing imaginatively, making music and exploring their senses through games, a feeling game, for example. Children learn about the importance of keeping themselves safe when near to roads as the childminder teaches them road safety rules as they walk to school. There are working smoke alarms in the home and a suitable evacuation plan which has been practised. Children play with some resources that help to develop their technology skills, such as an activity centre and shape sorter that they learn to turn on and off.

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