

Inspection report for early years provision

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Inspection date	10/02/2010
Inspector	Carolyn Gifford
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 was registered in 1987. She lives with her family at Keadby in Scunthorpe. The whole of the ground floor is available for childminding, which includes a lounge, kitchen and hallway. Local schools, play areas and shops are within walking distance. The premises are accessible via a level path with no steps to the front door. There is a fully enclosed garden for outside play. The family have two dogs.

The childminder is registered to care for a maximum of six children under eight years old at any one time. There are currently four children on roll, all of whom are in the early years age group. Children attend for varying days and times. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. She is a member of the National Childminding Association.

The provider works well in partnership with other settings providing the Early Years Foundation Stage framework (EYFS).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a calm environment where children are happy and confident. She has a sound knowledge of the EYFS, recognises the uniqueness of each child and offers a fully inclusive childcare service. She demonstrates a sufficient capacity for continuous improvement as she accesses relevant training opportunities and has taken appropriate action to address recommendations made at the last inspection. This has a significant impact on children's general well being. She shows a clear understanding of her strengths and areas for development, such as extending existing systems for observation and assessment and updating the records of risk assessments.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include risk assessments for all types of outings (Safeguarding and promoting children's welfare). 02/03/2010

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

- develop further the observation and assessment of children's progress in order to make links with the planning for their individual learning and

development.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of her role and responsibilities with regard to safeguarding children. She knows the signs and symptoms to look out for and the procedure to follow if she has concerns about children in her care, which effectively contributes to protecting children. The childminder does have some experience of caring for children who have special educational needs and/or disabilities and demonstrates a good understanding of the areas to consider to ensure that she continues to meet the needs of all children attending. This includes adapting activities and resources to ensure that all children can fully participate and are not discriminated against.

Policies and procedures required for the safe and efficient management of the setting are mostly in place and implemented well. The childminder is vigilant regarding children's overall safety and carefully considered risk assessments are undertaken and appropriate action taken to minimise risks and potential hazards. However, whilst risk assessments for some outings are in place, the childminder does not have written risk assessments in place for each type of outing, which is a breach of requirements. The childminder helps children to learn to keep themselves safe, for example, she talks to them about road safety when on routine outings. Children's learning is consolidated by further discussion, games and activities.

The environment is well organised to allow children to choose activities and access all areas available for childminding independently. The childminder does make sensitive observations of children and there are emerging systems in place that demonstrate how children are making steady progress towards the early learning goals. However, existing planning systems do not clearly show the links with the areas of learning and development for individual children. The childminder does reflect on and evaluate her childcare service and demonstrates a clear vision and identifies priorities for improvement.

The childminder establishes very good relationships with parents and other providers of the EYFS. She ensures there is clear exchange of relevant information, both verbally and in written format, which means that parents are fully informed regarding their child's experiences and activities whilst at the childminder's. She maintains a daily diary for each child and follows individual children's routines, which contributes to ensuring that their needs are met.

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

Children are cared for in a clean and welcoming environment. Their individual needs are discussed with parents and the childminder provides appropriate care and learning opportunities to complement children's experiences at home and in

other settings. Documentation, policies and procedures are routinely shared with parents, which underpins the safe and efficient management of the childcare service.

The childminder knows the children well and provides for their individual needs. For example, children's dietary needs are met well and their likes, dislikes and parents wishes are respected. The childminder promotes healthy eating and encourages children to make healthy food choices and learn about the importance of exercise, which contributes to children developing a healthy lifestyle.

Children take part with enthusiasm in activities that are matched to their individual interests, for example, children enjoy watching trains and playing with linked resources. The childminder also plans outings on trains to extend children's knowledge and enjoyment. There is a good balance between adult led and child initiated activities and children's attempts and achievements are valued, which helps children to develop a positive self-esteem. Children spontaneously share books with the childminder, who uses appropriate questioning techniques to help children to develop their problem solving and critical thinking skills. They happily name and count objects they see and the childminder offers lots of praise and encouragement to the children. She ensures that activities are age and ability appropriate so that all children can fully participate.

Behaviour is generally good and appropriate behaviour management strategies are employed to help children to learn right from wrong in a caring and supportive environment. Children learn to socialise with other children and adults as the childminder provides regular opportunities via meetings with other childminder's and outings to the park and other local play areas.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	2
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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