

Inspection report for early years provision

Unique reference number	EY402724
Inspection date	17/06/2010
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 by Ofsted in January 2010. She lives with her three-year-old daughter in Penrith, Cumbria. Children have access to the living room, kitchen, toy room and art room, with bathroom and sleeping facilities nearby. There is no outdoor area, so children are taken out regularly to local amenities which include pre-school groups, nature walks, feeding the ducks, parks, shops and the library. Schools and toddler groups are nearby.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of whom may be in the early years age range. She is currently minding four children in total, of whom three children are in the early years age range. Children attend for different sessions. The childminder is registered to provide overnight care for one child.

The childminder holds a level 2 early years qualification and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have their individual needs suitably met by this caring childminder, who holds an early years qualification and demonstrates a sound understanding of the Early Years Foundation Stage. The childminder provides a relaxed and homely environment, where children's independence is encouraged and they have access to a variety of resources and activities that meet their individual needs, interests and abilities. Children are interested and stimulated to learn and make steady progress in their development. All of the required documents are maintained to ensure children's safety and well-being. Positive relationships are established with parents and information is available for them. The childminder has made a start to the self-evaluation process and through discussion is aware of involving others in the process.

What steps need to be taken to improve provision further?

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

- develop systems for gathering information from parents regarding children's starting points and encourage parents to contribute to their children's learning and development record
- devise information sharing systems that will enable parents', carers' and children's involvement in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children settle easily into this child-friendly environment. They are happy and content as they play in this well maintained family home. Children feel safe and secure through the close supervision of the childminder as they follow their normal daily routine. Children are safeguarded. The childminder has a sound understanding of her role and responsibilities in child protection matters and has recently attended local authority training in this subject. The childminder has a well organised set of record keeping documents available to record any accident, incident or existing injury to children while in her care. The childminder ensures that all visitors sign her log sheet on entering her home and anyone who has not been vetted is never left unsupervised with the children. A set of written policies is available and shared with parents, including a safeguarding policy and complaint policy. Details are also displayed on a notice board in the playroom. Children are kept safe and secure through the written risk assessment completed for all areas children have access to indoors, outdoors and on individual outings. The childminder helps prevent accidents to children by using appropriate safety equipment throughout the home, and children practise the fire evacuation procedure monthly. Children access a wide selection of resources that are age appropriate, meet their interests and contribute to their development and learning.

Children are warmly welcomed into the childminder's home. They are familiar with their surroundings and have established positive relationships with the childminder. The childminder positively engages with parents in the morning and on collection, where they verbally exchange information about the children and the children's day. Settling in processes include initial meetings, when discussions are held regarding the business arrangements and the individual care requirements for each child. Each child attending has a progress folder containing simple observations, examples of end products such as paintings and worksheets, and photographs of children taken during activities. However, there is limited information obtained about the individual starting points of each child, and parents are not encouraged to add comments to these records. The childminder understands the importance of making links with other settings should any of the children she cares for attend in the future. She also demonstrates a sound understanding of meeting children's needs by working in partnership with other professionals.

The childminder holds an early years qualification and is committed and dedicated to improving her practice and continuing to improve the outcomes for children. She has attended some core training sessions to improve her own personal development, and future courses are highlighted. Children benefit from the one-to-one support she provides as they receive her undivided attention as they play. Children thrive on the childminder's positive behaviour management strategies and consistent praise. The childminder has made a start on the self-evaluation process by making some points by herself. However, she has not consulted with the parents or children about how she may improve her service, which would further inform the self-evaluation process. Through discussion, the childminder identified several areas she has developed since registering as a childminder and discussed what plans she has for the future for continuous improvement.

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

Children enjoy themselves and have fun. They are provided with plenty of different play opportunities during the day, both indoors and outdoors. Children are encouraged to initiate their own play, with a balance of activities provided by the childminder. The childminder clearly understands the individual needs and interests of the children attending, and therefore provides the children with suitable play opportunities, activities and resources that support their learning and development. Children enjoy craft activities, such as colouring with crayons and adding glitter and shiny items using glue. Their language and communication skills are fully promoted by the childminder asking questions and extending their learning during such activities. Children enjoy looking at books and listening to stories. They confidently respond to the childminder when asked a question and point to the pictures in the book. Although the childminder has no specific play area outdoors, she encourages children to learn about their environment and how to care for living things by children growing small plants in pots by the door. She takes them on numerous visits to places of interest in the community, such as river walks to feed the swans and ducks, and to the local library for story time activities. Parks and playgrounds are regularly visited and daily walks to the local school ensure children access fresh air and exercise.

The childminder has a sound understanding of the Early Years Foundation Stage, children's development and how they learn best in activities that interest them. She regularly observes and assesses development and identifies children's next steps, which inform the future planned activities and provision of resources. The childminder supports and challenges children as they play, for example, with counting and number work and colour recognition. The childminder has developed a close bond with the children. They cuddle into her and smile at her as she sits with them. She makes sure resources are easily accessible to the children so they can make free choices and decisions about their play. Children are provided with play opportunities, resources, books and positive images within the home that help them learn about the difference and diversity of the world around them.

Healthy lifestyles are positively encouraged through actively engaging in numerous outdoor activities in the fresh air and visits, for example, to music and movement groups. Healthy eating is promoted by the childminder. She provides home cooked meals for children following their individual dietary needs and parents' wishes. Children decide for themselves what they would like to eat from healthy fruit options provided at snack time. Their independence is promoted as they carry their drinks and bowls of fruit through to the playroom. Records are maintained of the healthy meals and snacks children eat and a menu board for the day is displayed for parents. The childminder ensures fresh drinking water or fruit juice is readily available and easily accessed by children. Children follow good hygiene practices in their daily routine. For example, they wash their hands before eating their snacks and after going to the toilet. The childminder follows appropriate health and hygiene practices when changing young children's nappies. Toilet training is

introduced when children are ready, following continuity of care and parental wishes.

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	3
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	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