

Inspection report for early years provision

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Inspection date	28/04/2010
Inspector	Sandra Hornsby
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 2000. She lives with her husband and children in the village of Coates, just outside Whittlesey. She is within walking distance of local amenities including a primary school, pre-school and play area. The whole of the ground floor area is used for childminding, and a bedroom and toilet upstairs. There is a fully enclosed garden for outside play. The family has a conure bird as their pet.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

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.

The childminder recognises the individuality of the children and their differing abilities. She offers an informal and relaxed environment that is adequately resourced and where children's learning and development needs are supported to a satisfactory standard. Children make some progress. The environment is safe and secure and the childminder understands her responsibilities to safeguard children in her care. Partnership arrangements keep a flow of information between home and the childminder, and links with other agencies are developing. Self-evaluation focuses on the provision's strengths and through discussion the childminder acknowledges areas to develop. She demonstrates an enthusiasm to bring about change and develop systems that are likely to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given. (Safeguarding and welfare) 06/05/2010

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

- offer children opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories and encourage children to experiment with writing for themselves through making marks,

- personal writing symbols and conventional script through play
- develop the educational programme by identifying and monitoring children's next steps, for example, by referring to the 'Development Matters' in the Practice Guidance for the Early Years Foundation Stage
- consider ways to give parents ongoing opportunities to contribute what they know about their children to assessment records
- develop further systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are satisfactory. Regulations and duties are met and policies are in line with requirements. Although training is not current the childminder understands the process of referral and has current documents to support actions she may need to take. Through risk assessments the childminder identifies dangers, takes steps to eliminate risk and hazards and helps children to keep themselves safe. Those in contact with the children have been suitably checked and hold Criminal Records Bureau checks.

Policies and procedures are written and shared with parents, including complaints and safeguarding procedures. They share contracts, information about children's care needs and any health and dietary requirements. However, parents do not always give prior written permission before medication is administered, for both prescribed and non-prescribed medication. Parents are contacted by phone or initially give verbal permission for medication. There is a regular exchange of information about children's development and progress, and parents take home diaries and children's work. However, information offered by parents is not consistently used to further support children's progress and they do not actively contribute to children's assessment records. Systems to work in partnership with other agencies are considered and the childminder is keen to develop links that will help and support the children in her care.

Children have an adequate selection of resources immediately available to them and they are organised to allow children free and safe access. Children use what is available to them creatively, using their imagination and they are engrossed in their own world. Toys are clean, safe and age- appropriate, but, not particularly challenging for the more able children. This is because the childminder is not using planning in a consistent manner and tailoring it to meet their individual learning needs. The childminder, although keen to develop her provision, has not attended recent training on the learning and development elements of the Early Years Foundation Stage and identifies this as an area for development. The childminder has used the system of self-evaluation to reflect the strengths in her provision. She acknowledges parents' wishes and thoughts and uses their feedback to evaluate what she does. Through discussion the childminder understands her development needs and plans to prioritise these. Although future plans for development are currently limited they are likely to bring about some improvement. Recommendations made at the last inspection have been addressed by the

childminder.

The childminder has an understanding about the children in her care and about their individuality. She recognises children's differing cultural identities and language needs and supports this through activities that all children participate in. Children explore the different languages and talk about diversity and culture. Children attending school bring home ideas that are used by the childminder to support the Early Years children in their play to help them develop an appreciation of those who are different from themselves.

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

The childminder demonstrates a sound knowledge of the learning and development and welfare requirements. She uses a selection of equipment and activities to support children's learning. Children have opportunities to choose equipment and also participate in some adult-led activities, and the childminder uses her knowledge about the children's interests to focus their play and learning. Children play in a welcoming environment where they have access to toys and equipment. The selection is small, but children are engrossed in role play with teddy bears and use large bricks to build houses. Children have choices and participate in activities that interest them, such as bug hunting in the garden and arts and craft activities. Children's access to books and written materials, writing and mark-marking opportunities are limited which hinders children's freedom to explore their early writing skills and develop an appreciation of books.

Children use simple counting and basic mathematical language through their play as they talk about the shapes of the bricks. Children use the outside and local park to develop their physical skills, co-ordination and balance. They use the garden as they begin exploring the wider world around them, they search the garden for bees and bugs and plant seeds as they get fresh air and exercise. This keeps them healthy and alert. Children experience simple battery operated equipment and are developing technology skills as they use computers, keyboard and the mouse.

The childminder observes what children do day by day. She uses her observations to monitor how children are progressing and overall children make progress. The childminder is not fully conversant with the 'Development Matters' in the Practice Guidance in the Early Years Foundation Stage and is not consistently using her observations and next steps in planning. The childminder's planning systems are basic. It is not particularly challenging for the more able children and not organised and tailored specifically and consistently around individual learning needs. Consequently, children may not progress towards the early learning goals as well as they could.

Young children are secure and feel safe in their surroundings. On outings they are helped to understand how to keep themselves out of danger, for example, as they cross the road. They move about the play area with ease and happily play alone or with the childminder. Children and the childminder share a warm and secure relationship with plenty of hugs and affection. Praise and encouragement is used

which helps to build children's self-esteem and confidence. They play alongside each other and co-operatively with the childminder sharing resources and taking turns. Children's medical and dietary needs are known and their meals brought from home are stored appropriately. Children enjoy their play and enjoy a healthy close relationship with the childminder.

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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