

Inspection report for early years provision

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Inspection date	07/07/2010
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 was registered in 1987. She lives with her husband in the market town of Louth. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years old and there are currently five children on roll, of whom four are in the early years age range who attend on a part time basis. She takes the children to a local music group and for walks along the canal. 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 progress well in their development and learning and enjoy their time in the childminder's care. She provides an inclusive service, which meets the individual needs of all children who attend. Most aspects of children's welfare are promoted and there are suitable safeguarding children procedures. The childminder develops strong and effective relationships with parents which benefit children, although there are weaknesses in the partnerships with other providers that the children attend. The childminder shows a suitable capacity to make improvements by addressing the recommendation raised at the last inspection, although the evaluation of her service is not fully effective in helping her to identify areas for further improvement.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 28/07/2010

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

- gain further understanding of reflective practice in order to confidently identify aspects of the service that are done well and those aspects that might be improved, so as to promote good outcomes for children
- 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

The childminder implements effective safeguarding children policies, and understands the signs and symptoms that would cause her to be concerned about children's welfare. There are risk assessments of the home and daily safety checks take place. However, the childminder does not have a risk assessment for each type of outing she undertakes. This has an impact on children's safety and is a breach of requirements. The childminder attends some training courses which helps her to improve the service she provides. For example, training in the Early Years Foundation Stage. She has started to evaluate her practice, but as evaluation is in the early stages of development, it is not yet effective in helping to drive forward improvements.

Children feel at home in the welcoming, comfortable home, where they choose from a good range of toys and play materials in the lounge. Children re-use boxes when they are model making and so learn about the importance of recycling materials. Children play with some books, toys and play people, which reflects our diverse society. The childminder understands how to support children's differing needs. Friendly relationships are developed with parents, so enabling information to be freely shared. Parents are very complementary about the service they receive and are encouraged to look at children's assessment folders. They are fully informed about what their children are doing on a day-to-day basis and sometimes work with the childminder to extend children's learning. The childminder finds out full information about children before enrolment and when they first start to attend, to allow her to plan for children's progression. The childminder does not always make links to the other providers that children attend, so information cannot always be shared to help children progress.

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

Children are confident and show increasing independence in the childminder's home. For example, the childminder encourages older children to go to the toilet independently. Children enjoy a good balance of adult-led and freely chosen activities that are interesting to them. The childminder is skilled in knowing when it is the best time to allow children to play freely and to develop their own games. The childminder observes children as they play and uses this information to identify the next steps in their learning. This helps children to make good progress.

Discussions between the childminder and children effectively promotes their language development and encourages their imagination and decision making. For instance, when children plan to make a trip to the theatre, the childminder challenges them to think through what will happen on the journey, where they will eat and what they will do next. All children are involved in play at their own level. The childminder makes sure children are involved in meaningful activities, which also encourages their learning. For example, children are very interested in seeing how much they have grown, as they measure themselves against a height chart

that the childminder keeps in the kitchen. They also learn about larger numbers when they are involved in activities, such as making a Christmas calendar and they count down the days until Christmas arrives. The childminder provides good opportunities for children to explore the natural world. She encourages them to look at birds making nests in the garden, ducks on the green in front of the house and takes them on nature walks along the river.

The childminder helps children to adopt healthy lifestyles. She provides an interesting sensory hand wash, which children think is 'magic'. Children are keen to use it and happily wash their hands at all appropriate times. Clean individual towels, or paper towels are available for drying hands, so minimising the risk of cross infection. Snacks are healthy and nutritious and include items such as raisins and oranges, with milk or water to drink. Children are quite active, both indoors and outdoors. Indoors, the childminder will set up an obstacle course and children also have opportunities to dance to music. There are pushchairs and wheeled toys that children use in the garden on the grassed area to the front of the home.

Children feel safe because the childminder supervises them closely and creates a safe environment. For instance, she makes sure when eating that children are in appropriate seats. Children gain a sense of belonging, they see their pictures displayed within the kitchen and they are proud of their assessment folders. Behaviour is very good because the childminder is calm and encouraging, she teaches children to use good manners and children learn through following suitable routines. For example, young children know when it is time to pack away some of their toys. Young children use some suitable toys, which helps them learn technological skills. They think carefully about how to solve simple problems, such as how to make a rubbing. The childminder provides a good range of activities, which helps them to explore their senses through using media and materials.

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	2

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	3
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	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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