

Inspection report for early years provision

Unique reference number	EY407488
Inspection date	05/10/2010
Inspector	Janice Walker
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 became registered in 2010. She lives with her partner, who sometimes works as her assistant, and their two children aged five years and 23 months. The family live in Lincoln within walking distance of local facilities. Access to the house is via a small step up to the front door. The whole of the house is used for childminding purposes except the main bedroom. Toilet facilities are on the first floor. There is an enclosed garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, two of whom may be in the early years age range. She is currently minding seven children in the early years age group. She also offers care to children aged over five years. She provides care all year round. The childminder collects children from local schools and regularly attends the local toddler group. She has a vehicle available for her use and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's individual needs as she develops effective partnerships, ensuring that relevant information is continually shared. She promotes their welfare very well through her welcoming and homely environment and the warm and affectionate relationships they develop with her. She actively seeks information to support her in providing interesting and worthwhile activities which support their progress in their learning and development and she is beginning to establish systems of monitoring this. She demonstrates a strong commitment to ongoing improvement and is establishing effective systems of self-evaluation to support this.

What steps need to be taken to improve provision further?

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

- develop further the systems for monitoring children's progress in order to ensure that they make the best progress possible towards each of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder gives high regard to children's safety; she has undertaken comprehensive risk assessments to identify possible hazards both within the home and on all outings and has taken positive action to minimise possible risks. She also makes effective use of her assessments as a basis for daily checks prior to

children's arrival. Policies, such as those relating to emergency care arrangements, accidents and uncollected children help to ensure that unplanned situations can be dealt with efficiently and robust procedures are in place to ensure that adults remain suitable to be in contact with children. The childminder has a clear understanding of her responsibilities regarding child protection and shares these with parents by providing them with a copy of her procedures. She has attended several relevant training courses to increase her knowledge and ensure that it remains current. She has made a strong start to her childminding business. She mainly works with an assistant who is fully involved in all aspects of the childminding service. All required records and documents are in place and used effectively to underpin the safe and efficient management of the setting. Very good use is made of available space which enables children to eat and rest in comfort with ample room to select and explore their toys and play materials. Storage is well-planned and children easily and safely make their own selections regarding their play.

The childminder effectively promotes inclusion; she establishes strong relationships with parents gathering detailed information about children's individual needs and planning daily routines and activities around these. For example, sleep times of young children and the particular interests of each child. Her ongoing verbal exchange of information along with the children's daily diaries are effective in sharing relevant information and parents comment extremely positively about the level of care their children receive and progress they make in their learning and development. She establishes good relationships with other providers where the care of children is shared, regularly exchanging relevant information which ensures continuity and consistency for these children. The childminder has recently begun the process of self-evaluation and demonstrates a secure awareness of her current strengths and areas requiring further development. She actively seeks the views of parents and makes effective use of their feedback along with information gained from her attendance at relevant training courses to influence her practice. Her strong supportive links with other local childminders and use of research and information from relevant web-sites and childcare organisations effectively support her strive for continual improvement.

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

Children are happy and settled in the childminder's care. They display a strong sense of belonging and security through their open displays of physical affection towards the childminder, her assistant and her family. They build strong relationships with each other and with adults because they are all valued as individuals and high regard is given to their individual needs and preferences. They are making good progress in their learning and development because the childminder is developing a secure knowledge of the Early Years Foundation Stage. She plans and provides a wide variety of activities and experiences both indoors and outside of the home. Her extensive resources, which support all areas of learning, support this well and children confidently move around and explore their

surroundings, engaging purposefully with their chosen toys. Children participate in planned activities with evident enjoyment. They investigate things repeatedly, pushing buttons and turning dials, working out that one action has an effect on others and investigate textures and attempt throwing and balancing skills as they explore items in the treasure box. They develop their language skills as they attempt to speak familiar words and their efforts are rewarded with praise and applause.

Children are constantly stimulated due to the childminder and her assistant's active engagement with them as they play, effectively supporting their continued progress. The childminder gathers useful information from parents from the outset to establish what children can already do. She then makes ongoing observations to identify their interests and achievements. She is beginning to make good use of these observations to monitor children's progress. However, her systems are still in the early stages of development and are not yet fully secure in ensuring their progress towards each of the early learning goals.

Children remain safe due to the childminder's vigilant supervision and appropriate use of safety equipment, such as her use of gates to restrict free access to possible dangers. They begin to develop an understanding of possible dangers and how to stay safe through routines such as practising the emergency evacuation plan and discussions around subjects such as stranger danger and getting lost. Younger children learn to handle toys and equipment safely through gentle reminders and the childminder's effective use of role modelling. Children's good health is promoted well in this setting through healthy eating and daily routines which include daily times outdoors for fresh air and exercise through visits to local parks and times in the well-equipped garden. New walkers have ample space to practise their recently acquired skills indoors. Good hygiene standards and effective help to minimise the risk of spreading infection. The childminder actively encourages positive behaviour and respect for others by ensuring children receive high levels of attention and through effective use of praise along with an established reward system. Even very young children understand the need to share and through the childminder's support and encouragement, are developing the ability to do this. Planned outings provide wider experiences for children; they explore the local community through regular outings to places of interest such as the museum, castle, cathedral and nature reserves and practise their developing social skills during visits to local toddler groups. A good range of resources such as books, an interactive globe, posters and role play materials, increase children's awareness of differences and planned activities arising from these help them to develop their understanding. The range of experiences provided along with the high level of support children receive, ensures that they have good opportunities to develop the knowledge and skills they need for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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