

Inspection report for early years provision

Unique reference number	EY410387
Inspection date	15/11/2010
Inspector	Angela Howard
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 in 2010. She lives with her husband and two children aged four years and 11 months. They live on the outskirts of Lincoln, close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities and two bedrooms on the first floor of the childminder's home is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Sunday all year round. The childminder offers overnight care.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children in the early years age range. She also offers care to two children aged over five years to 11 years. The childminder has procedures to support children with special educational needs and/or disabilities, and who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and 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 good.

Child safety is a high priority at the setting, risk assessments and monitoring of the practice is rigorous. Children participate eagerly and with enjoyment because the activities are planned effectively to challenge and stretch each child's learning, play and exploration. Very positive relationships with parents and other providers ensure children's progression and continuity of learning and care. The childminder is highly motivated to improve her practice and has begun to use the Ofsted self-evaluation form skilfully, as part of the process to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice including parents and children in the process
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

The monitoring of safe practice is rigorous and the childminder is very clear and proactive in safeguarding children. She has good procedures in place for identifying any child at risk of harm and has good up-to-date knowledge of the possible signs of abuse and neglect. The robust systems in place to ensure people who have regular contact with children are suitable to do so are fully implemented. Well-documented policies and procedures, which are shared with parents and continually reviewed, provide a clear sense of direction, and significantly enhance the care and learning of children. The environment is very child friendly; space is used well and resources are easily accessed to encourage participation and to allow children control over their learning. This gives them the confidence to explore and learn in an environment that is like 'a second home'. There is a clear inclusive ethos which leads to high levels of participation for everyone, and therefore helps children to develop a strong sense of belonging. Children are actively encouraged to talk about home and their experiences and freely access a wide range of resources that promote positive images of diversity. The childminder uses these successfully to help children learn, appreciate and value each others' similarities and differences.

Communication with parents is a key strength, which ensures parents and children feel valued and welcome. Parents receive daily information about how their children are progressing and achieving. The systematic approach to reporting on children's progress ensures they are fully informed of their child's development. Photographs are used well to share the many and varied experiences enjoyed by children. Parents' comments, recorded in questionnaires, demonstrate that they are highly delighted with the care and education their children receive. Comments include, 'offers outstanding care, is patient, caring and very professional at all times', 'I trust her totally, it is home from home and the diary she uses is simply amazing'. Children's comments include, 'I love to play outside because there are lots of toys and the childminder is very nice'. There are good systems in place to engage with external agencies and other carers to ensure children get the appropriate care and support they need. The childminder is enthusiastic about promoting a good, child-centred practice and ensuring the best outcomes for children. She has begun to use the Ofsted self-evaluation form well, identifying the setting's strengths and some areas for improvement. Because it is in its infancy, she has yet to develop how parents and children are involved in this process and how she will monitor the impact of any changes.

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

The childminder focuses on the needs of each child. She knows the children extremely well and uses this knowledge to help them feel nurtured and highly valued. The childminder's knowledge of the Early Years Foundation Stage is very strong and she uses this well to plan activities to stimulate children's curiosity and

enthusiasm. Observation and assessment records are of good quality and are clearly linked to the six areas of learning. They show children are making good progress, relative to their starting points, and their next steps are accurately identified and used to inform planning. This ensures children succeed and that activities are well matched to the full range of children's individual needs, encouraging them to become active learners. Opportunities for outdoor play are flexible enough for the childminder to capitalise on potential learning experiences as they arise, such as changes in the weather. However, it is not clear how the outdoors is used to fully explore all six areas of learning.

The relationship between the childminder and the children is very warm and caring. They are happy, content and show lots of pleasure, laughing, giggling, smiling and inviting the childminder into their play. Children are encouraged to initiate their own play and are allowed time alone, or are encouraged to join in group activities. They tend to their own personal needs well and express themselves clearly through drawing, painting, retelling stories and recalling events. Children love to use craft materials daily and thoroughly enjoy cooking activities such as baking buns. They become excited as they hide in the tent and crawl in the tunnel, thoroughly enjoy exploring shaving foam and pretend to make tea and care for the dollies. Children complete various jigsaws of different complexities and are developing understanding about shape recognition when they post shapes. They skilfully build with construction bricks, play matching games confidently and use the computer competently to play games, encouraging shape and number recognition. Consistent positive interaction enables children to feel safe to help them thrive, and make good progress in their learning. Children are developing independency from an early age by being able to depend on adults for reassurance and comfort. This results in children feeling confident to explore, make decisions and relate well to others. Children beam with pleasure when the childminder praises them and they are aware that they are special to her. Children take the lead in their own learning and are supported and challenged appropriately to build upon what they already know. This is achieved by them being encouraged to make choices, to pursue their own interests and to enjoy expressing themselves creatively. The youngest children express themselves with great enthusiasm banging on saucepans with the wooden spoons.

Children behave in ways that are safe for themselves and others, and they are developing an understanding of danger and how to keep themselves safe. They learn how to cross the road safely and indoors they know house rules are there to keep them safe. They are beginning to understand that they should not climb, push each other or leave toys all over the floor. The fire drill is routinely practised to help children understand that at times they need to follow instructions. This is further reinforced with discussions about the dangers of hot drinks and appliances in the home. Children get plenty of robust physical exercise. Daily, they go on walks, visit parks and access some form of physical play to help them practise their skills in movement, balancing and coordination. Outdoors, they access a very wide range of equipment to practise and refine their skills in pedalling, digging, catching and kicking balls. Their health is further promoted by the wide range of positive actions to encourage healthy eating. The childminder provides a well-balanced, nutritious range of food and has robust policies and procedures in place to prevent

the spread of infection.

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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