

Inspection report for early years provision

Unique reference number	EY410995
Inspection date	17/11/2010
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and two children aged three and nine months in Tattershall, Lincolnshire. The whole of the premises is used for childminding purposes and there is a secure rear garden for outside play. Some amenities such as a post office and a garden centre are within walking distance and the childminder drives to access others. The family has a dog.

The childminder is registered to care for a maximum of four children at any one time, not more than one of whom may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged five years to 11 years. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She supports children with special educational needs and/or disabilities, 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.

Children are well cared for, happy and make good progress in their learning and development. The childminder recognises the uniqueness of each child well and ensures their individual needs are met fully. Good quality safeguarding procedures are in place and the environment is a healthy, safe place for children to thrive. Effective policies and procedures ensure efficiency and safety at the provision. Children benefit from positive relationships and links with parents and other early years professionals. The childminder has an accurate understanding of her service and demonstrates good capacity to maintain 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 educational program by identifying and monitoring children's learning priorities, for example, by referring to the 'Development Matters' in the Practice Guidance for the Early Years Foundation Stage and using these to plan for individual learning needs
- provide children with resources and play opportunities to explore and develop an understanding of diversity and equality to help them make sense of the world.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, reviewed regularly and understood by the childminder. She knows what to do if she has concerns and

meets her legal duties in line with requirements. The adults have been appropriately vetted by Ofsted. The childminder takes steps to eliminate risks through good quality risk assessments and helps children to understand about their own safety. For example, they talk about the oven being hot during a cooking activity. Children's records, policies and procedures required for the safe and efficient management of the childminding provision are in place and well managed.

Relationships between parents and childminder are positive ensuring children's needs are met well. Parents are kept well informed about their children's progress and development and they share profiles, observations, diaries and photographs. The effective ongoing liaison with parents and other agencies means children's changing needs are always identified and plans for their care, learning and development are current. Parents are encouraged to contribute to their children's learning and development by recording comments in their diaries. Information from other professionals is used effectively to ensure every child receives the necessary care and support they need to promote their welfare and further their development.

The childminder demonstrates a strong commitment and drive to improve her childminding service. She uses the Ofsted self-evaluation form to appraise her service and accurately recognises her strengths. She is realistic in her plan for future development and shows an enthusiasm for developing her professional knowledge and practice.

Well-planned activities and a relaxed, informal setting help children to feel comfortable and keen to learn. Children benefit from the childminder's attention and good use of the environment. Good quality resources are varied and used well to support children's development. The childminder plans flexibly. She ensures inclusion and adapts activities to suit children's individual skills and abilities. For example, babies and younger children stir chocolate and crispies in a small bowl, while older, more able children help to melt the chocolate and divide the mixture into small cases.

Children use the wider community for visits to schools and parks so they are developing an awareness of the wider world around them. Children talk about different festivals and research topics on the internet about the world's diversity. Resources however, are more limiting in reflecting the wider world and supporting children's understanding and appreciation of cultural, linguistic and religious diversity through play.

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

Children are making good progress in their learning and development. The childminder is still developing her systems of assessments, observation and next steps and has good examples of photographs and observations, linked to the areas of learning. However, next steps are not always used to plan for individual learning. The childminder is, however, enthusiastic and able to promote children's enthusiasm and interest to learn because she has very good knowledge about the

uniqueness of the children. Through adult-led and child-initiated play every child is suitably challenged by the learning experiences and play opportunities. The childminder knows children's starting points and demonstrates how children are progressing well. Her calm approach and warmth motivates young children well and helps them to make progress.

Children show an interest in their environment and engage in a broad range of activities that cover the six areas of learning. For example, they like looking at books, and taking part in activities such as finger painting and cooking. Children thoroughly enjoy their play as they use their hands to explore the texture of crispies and chocolate. Children stir the mixture with their spoon and eat them enthusiastically. Children are developing personal skills and qualities that enable them to begin to understand about relationships as they play well on their own and alongside their peers, learning about right and wrong. Children enjoy the colourful light and sound and pop-up activity centres, using their co-ordination to push buttons to make something happen. Children glee with excitement when the animals pop-up. Non-mobile and younger children benefit from well-organised resources that support their physical development and strength and encourage mobility and movement around the floor space. Children use mark making materials and use their fingers to paint. They are beginning to understand about communicating their needs through listening and responding to the childminder, using facial expressions and body language.

The childminder is supporting children's health and well-being effectively. Children adopt healthy and hygienic practices and remind the childminder to wash their hands before they cook. She models good hygiene practices, by cleaning surfaces, washing hands and undertaking hygienic nappy changing routines. Policies and procedures shared with parents ensure children are protected from infection. There is good quality interaction with praise and cuddles, and children respond with eye contact and smiles, communicating a feeling of emotional well-being and a sense of security and feeling safe. Children enjoy healthy fruit-based snacks and have home-baked cakes and pizzas as a treat weekly. Children's dietary needs and preferences are well known by the childminder who ensures that these are catered for. Children benefit from exercise in the garden, on trips to school and to the park. They are learning to keep themselves safe as the childminder reminds them of 'stranger danger and road safety. Children's behaviour is very good as children are patient, co-operative and care for each other.

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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