

Inspection report for early years provision

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Inspection date	05/01/2011
Inspector	Kate Bryan
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 2009. She lives with her four children, three of whom are adults, in Grantham, in south Lincolnshire. The whole of the ground floor of the childminder's home is used for childminding; toilet and sleep facilities are available within this area. There is an enclosed rear garden for outdoor play. The home is within walking distance of the town, schools and parks. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently four children on roll, of whom one is in the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and regularly attends carer and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and feel included at the home because the childminder understands their individual needs. She works closely with parents and others involved with children to ensure she can respond quickly to their changing needs. Generally, all children make good progress in their learning and development and children can make choices from a good range of resources. All required policies and procedures are in place and the childminder understands how to use self-evaluation well to further her practice. This is the first inspection since registration.

What steps need to be taken to improve provision further?

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

- ensure that children's starting points are linked to the areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and parents receive a copy of the safeguarding policy. This ensures they understand how their child is protected from harm. Clear procedures are also in place to report any concerns to the appropriate authorities. All adults at the home have been checked and children are never left with people who have not been cleared. Visitors to the home sign a visitors' book which further enhances measures in place to protect children.

The childminder has a good range of measures in place to keep children safe, for example, socket covers and stair gates are fitted. She ensures that she is always in the kitchen and garden with children so their safety is well maintained. Children learn about keeping themselves safe because the childminder explains to them about hazards and the consequences of these. For example, on walks children learn about road safety, stranger danger and the importance of staying close to her. The childminder also takes identification cards, a mobile phone and a first aid kit on any walks so children's safety is always well maintained. A comprehensive risk assessment underpins practice and this includes daily checks on the home, garden and resources to ensure the environment is safe for children.

Parents receive a useful range of information from the childminder which includes a good range of policies and procedures so they understand how their children will be cared for. Each child has a daily diary, which parents can also comment in, and children take home their work so parents can share in their achievements. Progress reports are completed twice a year for children, in February and in July, and these are shared with parents so they can see the progress their child has made. Good systems are in place to work with others who deliver the Early Years Foundation Stage to children which ensures they receive consistent care.

The childminder has completed a range of required training which includes an Introduction to Childminding Practice course and a first aid course. She has also completed courses in safeguarding and the Early Years Foundation Stage, which demonstrates her good commitment to developing her service to children. The childminder uses self-evaluation well to identify areas for continuous improvement and targets have been set, for example in relation to attending further training.

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

The childminder has a good understanding of the Early Years Foundation Stage and has attended training in this area; this helps her to plan an interesting and varied range of activities for children. Good observations clearly show the childminder has identified children's individual levels of development and the next steps in their learning to help them make progress. Each child has a 'learning journey' which is shared with parents, however, starting points are not yet linked to the areas of learning so children's progress is not recorded as effectively as possible.

The childminder has made good use of her home to provide children with the freedom to explore their surroundings. A designated playroom offers children lots of opportunities to make choices about what they would like to play with. For example, children look at books and play with soft toys. The play room also has a small table and chairs so children can work at their own height in safety. The childminder engages children in lots of talk and they are clearly settled and happy with her. Children really enjoy sitting with the childminder and having a favourite story read to them.

Children enjoy being outside and they spend time walking to places and feeding the ducks. They also go to a local park which has large equipment, such as climbing frames and swings, which offer them a good range of physical challenges. A door from the playroom opens directly onto the garden and this allows children to enjoy free-flow between the indoors and outside and to benefit from fresh air. The childminder helps children to develop a good awareness of the wider world as she acknowledges a range of festivals such as Chinese New Year. There are also effective strategies in place to help children who have English as an additional language feel settled by using key words and promoting their choices. For example, the childminder has photographs of some resources in a book which promotes children's confidence as they make selections.

The childminder is beginning to promote children's awareness of the natural world well as they collect leaves and feed her chickens. They also learn to recycle and support this with practical activities such as making Christmas decorations out of yoghurt pots. This helps them to understand about caring for their environment well.

Children behave well and the childminder has a clear awareness of using age-appropriate strategies to help children manage their behaviour. For example, by re-directing young children and using simple house rules, such as sharing. This helps children to understand what is expected of them and how to work with others. Children respond happily when they receive praise as they choose toys to play with.

Children learn about being healthy because the childminder explains to them about germs and how to prevent these from spreading, for example, by using liquid soap and individual flannels which prevents cross-contamination well. The childminder provides home cooked, nutritious meals and snacks of fruit and vegetables which she grows in her garden. Children also make fruit salads and the childminder uses this activity well to help children learn to weigh, measure and estimate.

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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