

Inspection report for early years provision

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Inspection date	10/01/2011
Inspector	Eileen Grimes
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 partner and two children aged six and two years. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 provides very effectively for children in the Early Years Foundation Stage. Very sound partnerships with parents and carers contributes to the childminder's secure knowledge and understanding of children's individual needs and supports their continued care and development. The childminder understands that every child is unique and children are treated as individuals. Children are safeguarded and their welfare needs are met through the childminder's sound practice and the implementation of some highly effective policies and procedures, with most documentation in place. Processes of self-evaluation to effectively monitor the setting are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop sensitive observational assessment in order to plan to meet young children's individual needs and match these to the early learning goals
- develop resources and learning opportunities to reflect the diversity of society
- develop systems to evaluate and reflect on current child care practice.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. For example, the childminder has a secure knowledge and understanding of how to protect children and safeguard their welfare. She is fully aware of the correct child protection procedures to follow should she have a concern and consequently children are protected. The childminder has a safeguarding policy in place which is shared with

parents and all relevant adults have appropriate background checks completed. Children's safety is paramount and the childminder has been pro-active in ensuring appropriate measures are in place to maintain children's safety. For example, safety gates ensure children do not have unsupervised access to the stairs. Ongoing visual assessments are effective in ensuring the environment remains safe and children are fully protected at all times and written risk assessments are also in place.

Although the childminder has started to evaluate her provision, this is currently being developed. She has started to identify some strengths and weaknesses and plans to put processes in place to monitor the setting to ensure the quality of the provision. For example, by seeking feedback from parents. She has plans to undertake further training in the near future to ensure she keeps up to date with current childcare practices through attending any relevant short courses or workshops, and is currently in the process of joining the local childminder network.

Documentation required for the safe and efficient management of the setting and to meet the needs of children is in place and overall informative and well-organised. Children's care, learning and welfare are promoted because the childminder puts the individual needs of each of the children in her care first. Resources are accessible and developmentally appropriate with the daily routine planned to ensure all children are fully included. Space within the home is very well organised and provides children with space to move and complete a range of activities. The childminder works hard to provide an inclusive environment. For example, she values and appreciates the children in her care and their families and welcomes them into her home. All documentation is well presented and effectively shared with parents. For example, all parents receive a welcome pack and are made aware of the settings policies and procedures. Highly effective settling-in procedures designed to meet the needs of individual children and their families ensure children settle well and feel at home in the childminding environment. Parents are kept fully informed of their children's care, progress and achievements as information is effectively exchanged on a daily basis. The childminder has started to develop links with other early years settings, and is aware of the importance of working together for the continuity of care and learning for the child.

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

Children are extremely happy and relaxed as they play and learn in the comfortable, child-centred environment, with sound procedures in place for settling new children. The childminder takes time to explain routine and the layout of the home etc to allow children to become familiar with their environment. They are developing very good self-esteem as a result of the praise, warm eye-contact and cuddles they receive from the childminder. Children are very confident of their place in the setting and play very cooperatively. They have access to a good range of toys and resources, many of which are available for them to access themselves. However, toys and resources which reflect the diversity of society are currently

limited.

For much of their time, children are free to choose their own activities and the childminder supports them by sitting with them to extend their play, for example, reading stories or playing with puzzles. The childminder has a sound understanding of how children learn. She understands when to stand back and allow children the freedom to explore and experiment with activities as well being aware of when to interact to expand activities. She also plans a range of activities such as outings to local places of interest and play groups. In addition, she makes good use of naturally occurring events, for example, the snow, to offer children new and exciting experiences such as catching snowflakes. Although the childminder does regular observations, the current system does not link these to the early learning goals or to plan the children's next steps towards the early learning goals.

Young children play with large push and pull toys, garage and puzzles which encourage them to develop their problem solving and reasoning skills. They are also learning to understand concepts such as matching, sorting and sequencing as they explore different colours, shapes and sizes. All children enjoy regular opportunities to express themselves creatively through music and song and children take part in arts and crafts activities. Within the home children work well together, with older children helping and supporting younger children. All children have a sound understanding of their peers and as a result support each other.

Children are given a good level of support to understand the benefits of healthy living. They are encouraged to wash their hands before eating and also learn about the importance of good food hygiene. They have constant access to drinks and are reminded to take a drink after physical exercise. Children are provided with nutritious snacks. Meals are provided by parents; however the childminder uses the time when preparing meals to talk with the children about how food is prepared, healthy options, various diets etc. This enhances children's understanding of health and safety as children are understand hot foods and ovens can burn. Children take regular exercise both on outings and within the childminder's home. Young children have a good amount of clear floor space to practise their mobility.

The strong promotion of children's self-esteem and social skills, together with the high levels of independence they are developing, helps to prepare them for the future. In addition, they learn how to manage their own behaviour effectively in order to keep themselves safe, for example, to tidy toys from the floor before dinner so no one trips or falls and to cross roads carefully. Appropriate procedures are in place to deal with sickness and to administer medication. The childminder maintains a current first aid certificate enabling her to deal with minor accidents.

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	3
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	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	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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