

Inspection report for early years provision

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Inspection date	21/01/2011
Inspector	ISP Inspection
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2010. She lives with her husband and three children aged seven, five and three years. The family live in the village of Skellingthorpe, near Lincoln. The home is within walking distance of local facilities including shops, schools, a park and a library. All areas of the property may be used, although childminding mainly takes place on the ground floor of the home. There is an enclosed rear garden available for outdoor play.

The childminder offers a service Monday to Friday for 48 weeks of the year. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. At any one time, the childminder may care for a maximum of three children, two of whom may be in the early years age range. There are currently four children on roll, one of whom is aged under 12 months.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of the Early Years Foundation Stage. She provides children with access to enjoyable and purposeful activities that encourage learning through play. Most aspects of observation, planning and assessment are progressing well and the childminder has taken a number of positive steps to engage with parents. She has good capacity to develop the service and make improvements which are well targeted and identified through the process of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the systems for recording children's starting points and enhance partnership with parents by developing a shared understanding of the children's development and learning needs
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has secure systems in place to take the necessary steps to safeguard and promote the welfare of children in her care. For example, she has a clear understanding of how to refer any concerns that she may have about the children's well-being to the Local Safeguarding Children Board.

All adults living on the premises, including those who have regular contact with the children, are vetted and approved. The home is well maintained and risk

assessments of the premises are effective in minimising accidental injury. The childminder also makes a careful analysis of the risks associated with outings. However, unlike the risk assessments for the home, these are not documented.

The home is spacious and the children are able to make good use of equipment by selecting and using a range of activities and resources independently. The children are valued as unique individuals and diversity is respected. There are some resources available to show appreciation of other cultures and enhance children's knowledge awareness of the wider world. Aware that partnership working may be required for a child with disabilities or those who attend other settings, the childminder is willing to ensure continuity by sharing relevant information as required.

The childminder strives to develop positive relationships with children and their parents. In order to ease the transition from home, parents are encouraged to share what they know about their children, particularly in relation to their likes, dislikes and routines. She provides open access to her policies and procedures and takes considered steps to ensure that communication is maintained by providing parents with a full account of their children's time in her care.

The childminder recognises how the process of self-evaluation can extend effective practice and help improve outcomes for children and families. She has made some well-targeted plans for improvement, which are highly likely to enhance outcomes for children.

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She makes observations of the children to help her plan activities and assess the progress they are making. However, the children's starting points are not clearly recorded and parents do not take an active role in deciding the next steps in children's learning.

There is a strong focus on providing children with opportunities to control and manipulate toys that develop skills such as pushing, pulling and turning mechanisms. The children enjoy making music with 'rainmakers' and exploring different media, such as, paint, dough and water. This allows the children to express their ideas through a wide range of representations. The children have a strong exploratory impulse and they explore the environment with interest. They access a broad selection of resources which encourage purposeful investigation. For example, books, puppets, sponges, bubbles and soft toys form the treasure baskets that are provided to arouse the children's curiosity and develop an awareness of shape, form and texture. Communication is encouraged through activity and the childminder talks to the children about what they see, hear, smell and taste. In response, the babies communicate in their own ways, such as, gurgling, babbling and squealing. The babies show pleasure in the social

interaction as the childminder skilfully responds to the message that they are attempting to articulate. This supports the children to become confident communicators.

The childminder fosters children's social and emotional well-being very well. Secure relationships are in evidence and the children are confident as their individual needs are met. They demonstrate extremely warm and caring relationships with the childminder and their peers. In addition, ongoing discussions, stories and activities help the children to learn about healthy lifestyles. They learn about nutritious food types and understand the importance of physical activity. This successfully promotes children's physical, emotional health and well-being.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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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