

Inspection report for early years provision

Unique reference number	208559
Inspection date	03/02/2011
Inspector	Carly Mooney
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 2000. She lives with her partner and children aged 15 and 14-years-old in Boston, Lincolnshire. 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.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage, part-time after school. 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 satisfactory.

Children feel safe and secure in the welcoming environment and participate in a suitable range of activities which allow them to make reasonable progress in their learning. Skills in observing and assessing children's progress are developing. Positive relationships with parents are in place and the childminder demonstrates a positive attitude to improvement. Although, effective procedures for self-evaluation have not yet been implemented.

What steps need to be taken to improve provision further?

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

- extend the systems in place for reflective practice and self-evaluation to identify the strengths and priorities for development that will improve the quality of provision for all children
- undertake sensitive observational assessment of children's achievements, interests and learning styles and use these to identify individual learning priorities
- ensure an understanding of up-to-date safeguarding children issues is obtained.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded as the childminder ensures adults within the home have suitable checks in place. She has current local safeguarding procedures to follow should she have concerns about a child but has not attended any training to update her knowledge of child protection issues for a number of years. Children play in a safe and secure environment as thorough risk assessments are carried

out to ensure hazards have been identified and minimised. A suitable range of policies and procedures are in place to support the childminder's practice and these are shared with parents.

Children access a suitable range of toys and resources which are age-appropriate and interest them. They are able to make independent choices about the activities they engage in. The childminder respects and values children's backgrounds and ensures her practice is fully inclusive for all children attending. Children access some resources which help to support their understanding of diversity and differences in people and children.

Positive, friendly relationships have formed with all parents which benefits the children's time at the setting. They receive verbal feedback on a daily basis regarding their child, including how they have been at school. The childminder regularly liaises with the reception teacher of the local school to support children's well-being and development across both settings.

Systems for self-evaluation are beginning to be implemented. The childminder has attempted to complete her self-evaluation form but has not identified clear areas for improvement which will improve outcomes for children. With the exception of first aid, no other training courses have been completed over the last few years to update her knowledge of childcare procedures.

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

The childminder's home is warm and inviting for children after a long day at school. They arrive happily and settle quickly at their chosen activity. Children's play is generally child-initiated with support from the childminder if required. The children's learning environment adequately supports their development through the six areas of learning so that they are able to make reasonable progress. However, the childminder does not keep any records of the progress children in the Early Years Foundation Stage are making through the early learning goals.

Children enjoy the company of the childminder and welcome her inclusion in their play, such as, participating in a game of snakes and ladders. They enjoy expressing their creativity in activities, for example, using beads to create bold patterns and shapes which they are proud of. The childminder ensures she praises and encourages children when they do well to help build their self-esteem and confidence.

Children's health, safety and welfare are adequately promoted. They learn the benefits of fresh air and exercise as they walk to and from school each day. Meals are healthy, home made and provide a balanced diet. Children are able to help themselves to water provided in a jug on the table as soon as they arrive from school. Children's dietary and medical needs are known to ensure they receive appropriate care and the childminder holds a current first aid certificate which enables her to deal effectively with minor injuries. Children learn about keeping

themselves safe within the home as they participate in safe practices, such as, participating in regular fire drills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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