

Inspection report for early years provision

Unique reference number	209221
Inspection date	04/02/2011
Inspector	Veronica Sharpe

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 has been registered since 1996. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under the age of eight years. She currently cares for three children within the early years age group, two of whom are full time. She also cares for children in the older age group before and after school.

The childminder lives with her husband and their three adult children in a village on the outskirts of Market Deeping, Lincolnshire. Minded children mainly use the ground floor of the home, including a dedicated playroom. There is a fully enclosed back garden for outdoor play. The family has two cats and a goldfish. The childminder holds a National Vocational Qualification to Level 3 in childcare 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 settled and content and enjoy a broad range of play opportunities. Systems to assess children's learning are evolving and help the childminder plan varied and inclusive activities based on children's abilities and preferences. The childminder has good partnerships with parents and keeps them generally well informed about children's progress. The childminder keeps up-to-date with current good practice by attending training regularly. This shows her commitment to further improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- increase parents' opportunities to contribute on an ongoing basis to the records of development
- make increased use of the outdoor environment to extend children's learning, for example, developing children's understanding of healthy eating by growing fruit and vegetables.

The effectiveness of leadership and management of the early years provision

Children are kept safe as the childminder knows about her responsibilities to safeguard children. She understands the Local Safeguarding Children Board guidance and has written procedures to follow in the event of child protection concerns. Household members have all had essential checks taken up and the childminder supervises children closely when out and about to keep them safe.

Written risk assessments help to ensure children's safety in the home and on outings. The childminder's home is well organised and so children play in comfort and have easy access to resources. The daily routine includes time for children to follow their own interests, be active outdoors or join in with groups in the local community.

The childminder has developed strong partnerships with parents and ensures children are cared for in accordance with their wishes. A full range of written policies and procedures keep parents informed about the provision. Information about children's welfare is shared daily, enabling the childminder to meet their individual needs well. However, parents have fewer opportunities to share what they know about their children's learning and contribute to the records of development. Currently none of the early years children attending share care with other providers. The childminder has built links with the local primary school for older children and is, therefore, aware of the importance of sharing information to promote consistency of care.

The childminder is enthusiastic about her business and attends workshops and short courses frequently to improve and update her skills. This demonstrates her commitment to make improvements in the quality of her service. Recommendations made at the last inspection have been implemented, showing her capacity to respond to areas for development.

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

Children are comfortable and happy in the childminder's care. They confidently access resources and clearly enjoy interacting with the childminder and members of her family. The childminder shows a good understanding of how children learn and develop and, consequently, she provides a broad and balanced range of resources and activities that take into account children's interests and abilities. Systems to observe and assess children have recently been established. Although this is a relatively new process, the childminder is confidently using the information she collects to plan for each child's future learning. As a result, children make good progress towards the early learning goals.

The childminder supports children's language development by engaging them in conversations; they discuss their activities and interests and share ideas, for instance, how would an apple seed grow into an apple. Children enjoy books and freely select from a broad range. They have daily opportunities to use pens, pencils and crayons to increase their mark-making skills. Children's interest in numbers is promoted well, for example, they play dominoes or find out how many balls make six. Resources such as tape measures and shape sorters encourage children to think about bigger, smaller and which way round.

Art and craft activities help children develop their imaginations as they explore texture and colour. They use materials such as pasta, pastry and dough, and get messy with paint and glue. Children socialise regularly at local groups or at the

park. They find out about their local community on daily walks, or when they visit the school to collect older children. Children enjoy singing familiar songs and rhymes, such as 'Five Speckled Frogs', and listen to different kinds of music on the CD player. This includes music from other lands to help them develop their understanding of diversity. They look at festivals and events from other cultures, such as Chinese New Year, and benefit from a range of books that show other languages and lifestyles. As a result, they have a growing appreciation of differences and similarities.

Outdoor play gives children time to be physically active and benefit from fresh air and exercise. They lift rocks in the garden to hunt for bugs and use sand and water. However, generally the garden is not used fully to extend children's learning, for instance, they have few opportunities to grow and tend fruit and vegetables, which would enhance their understanding of healthy eating.

Children eat healthy snacks and access drinks freely. Lunch is provided mainly by parents, but the childminder has healthy eating policies in place to ensure food is nutritious. Good hygiene is introduced at an early age, therefore ensuring children have established good habits. Behaviour is managed well as the childminder has clear and consistent boundaries, for example, children are encouraged to play together and take turns.

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	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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