

Inspection report for early years provision

Unique reference number	EY403312
Inspection date	03/02/2011
Inspector	Janice Walker
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 husband and their two children who are aged four years and under one year in South Witham, near Grantham in Lincolnshire. Their home is within walking distance of the local school, shops and park. It is accessible by one step. All areas of the property may be used for childminding although this mainly takes place on the ground floor with toilet facilities on the first floor. There is an enclosed rear garden which is available for outdoor play. The family have two dogs.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children aged under eight years at any one time, two of whom may be in the early years age range. Currently, there are six children on roll, three of whom are in the early years range. She provides care all-year round. The childminder has a vehicle available for her use. 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.

Children are cared for in a warm and welcoming home where each child is supported and valued as an individual. Detailed policies and procedures which underpin practice ensure they are safeguarded and their welfare is promoted. They engage in a wide and stimulating range of activities both indoors and outside of the home and make good progress in their learning and development. The childminder is establishing good systems of monitoring this. Strong partnerships have been established with parents and other early years providers where the progress of children is shared which contributes to continuity of care and learning experiences for each child. The childminder has established an effective system of self evaluation to enable her to monitor her service and identify clear targets for future development, helping to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the link between planning and assessments to ensure that activities consistently provide an appropriate level of challenge for all children
- extend the resources that raise childrens' awareness of diversity and the world in which they live.

The effectiveness of leadership and management of the early years provision

Comprehensive systems are in place to ensure that children remain safe in the childminder's care. Robust procedures are in place to ensure that adults are suitable to be in contact with children and the home is safe and secure. Comprehensive risk assessments and ongoing checks of the environment help to ensure that possible risks are identified and minimised both indoors and outside of the home. Through her attendance at relevant training, the childminder has a clear understanding of her responsibilities regarding child protection and shares her written policy which reflects these, with parents. She establishes positive relationships with parents who receive comprehensive information about her provision through the written policies and procedures along with ongoing verbal updates. They are well informed about their children's achievements and progress through a daily diary, shared written observations and monthly electronically mailed photographs. The childminder has also established strong links with other providers where the care of children is shared and ensures she provides an environment which supports continuity and consistency for these children.

The childminder has made a very strong start to her childminding business. She has worked hard to devise a comprehensive range of documents, policies and procedures to ensure that children are safe, well cared for and make good progress in their learning and development. She is well organised; all documentation is meticulously organised and therefore ready to hand if needed and daily routines take into account the individual needs of children attending. The home is welcoming and inviting to all with easily accessible toys and space to allow children to eat and rest in comfort. She has attended several relevant courses and makes good use of information gained from these and from childcare professionals, publications and websites to influence her practice. She evaluates her provision on an ongoing basis and is pro-active in seeking information to support continual improvement.

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

The childminder has a secure understanding of how children learn through play and provides a wide variety of toys and activities which support their progress across all areas of their learning and development. This is well supported through her ongoing engagement with them as they play and also through daily routines. For example, they practice numeracy skills as they count objects in the environment on the way to school. They learn the reasons why hand washing is important as they wash their hands before lunch and develop safety skills as they negotiate the stairs to the bathroom. The childminder gathers some useful information from parents at the outset to establish children's interests and preferences and undertakes ongoing observations to monitor their achievements. However, this information is not systematically collated to inform planning in order to ensure that activities are appropriately challenging.

The welcoming and comfortable home contains a wide range of toys and games and children develop good independence skills as they make their own selections and choose where they want to play. There are limited resources which reflect the wider community which restricts opportunities to raise children's awareness of difference. The childminder, however, plans activities linked to different festivals, such as making a Chinese dragon for Chinese New Year to help to raise children's understanding of the world in which they live. Regular outings and attendance at local facilities such as the Sure Start Centre help them develop a good awareness of their local community, provide broader experiences and support their developing social skills. Books are highly valued within the home and the childminder makes good use of these to encourage children's vocabulary along with their listening skills. They explore textures and develop their creativity both within the home and during visits to local groups where they play with materials such as play dough, pasta and paints. They freely access battery-operated toys which introduce them to information, communication and technology resources and they respond with delight to the noises they create in response to pushing buttons on toy cameras and microwaves.

Good health and hygiene routines along with the high standards of cleanliness maintained within the home and clear procedures regarding the attendance of children who are unwell, help to minimise the spread of infection. All children are encouraged to be active through indoor and outdoor play, providing them with good opportunities to develop their physical skills and promote their well-being. Healthy eating is well promoted in the setting. The childminder provides meals in line with parents requests and offers nutritious home cooked meals along with healthy snacks such as fresh and dried fruits. She plans activities such as outings to the shop to choose unusual fruits which they then bring home and taste. This captures children's interest and encourages them to taste foods they are not familiar with. Children begin to develop an understanding of possible dangers and how to stay safe through planned activities such as practising the emergency evacuation plan. The childminder provides clear explanations as she observes possible dangers, such as when a child attempts to stand on a chair and children are supported to use the equipment safely. The childminder provides high levels of supervision and children are actively engaged in activities which are of interest to them. Through her gentle support, young children begin to learn to share, take turns and be kind to each other. All of the above contribute to the skills and knowledge they will need for future learning.

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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