

Inspection report for early years provision

Unique reference number	208734
Inspection date	02/03/2011
Inspector	Margaret Barnsley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1993. She lives with her husband and two children aged twelve and fifteen years. They live in a ground floor flat, which is part of a block of four, in the Birchwood area of Lincoln city. It is within walking distance of shops, schools, pre-schools and parks. All areas of the flat are used for childminding. There is a fully enclosed garden available for outside play. The family has three pet cats.

The childminder is registered on the Early years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for four children under eight years of age at any one time and currently has a total of nine children on roll at various times. Of these children; four are in the early years age group and are minded at different times.

The childminder is a member of the National Childminding Association and is the vacancy co-ordinator and contact person for the local childminding group. She regularly looks after children who have been placed with her by the Social Services Department.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a homely, inclusive setting where the individual needs of children are prioritised and mostly planned for well. All areas of learning are provided for and children make good progress towards the early learning goals. The setting is well organised and all policies and procedures that are required for the safe and efficient management of the setting are in place. Partnerships are firmly established to protect children and ensure continuity in their care and learning. Self-evaluation is reflective and is used well to target priorities and drive forward ongoing improvements.

What steps need to be taken to improve provision further?

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

- plan more effectively for children's identified next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her duty to protect children and keep them safe. She has completed safeguarding training and has a comprehensive safeguarding policy in place, which she shares with parents to keep them informed. The supervision of children is vigilant and safety measures are robust. Full risk assessments are in place and daily safety checks are completed to ensure

the continued safety of children. All adults who have regular contact with children are appropriately vetted. All policies and procedures that are required for the safe and efficient management of the setting are in place and available to parents.

This is a welcoming and homely setting where inclusive practice is at the heart of the organisation. The childminder has very good knowledge and experience of caring for children with a range of special educational needs, learning difficulties or disabilities. She has firm partnerships in place with other agencies and provides respite care for families who need support. She has completed appropriate courses that develop her skills and ability to meet a wide range of needs effectively. The childminder has a good knowledge of the learning and development and welfare requirements. She works very closely with parents to ensure that the individual needs of the children she cares for are at the focus of her planning and the daily routine. Individualised and flexible planning covers all areas of learning for every child. Observations are maintained of their achievements and interests, and their next steps in learning are clearly identified. However, this information is not translated effectively into planning to ensure that every child is suitably challenged by the learning experiences provided. The childminder operates an equal opportunities policy and promotes equality and diversity well. She has an in-depth knowledge of each child's background and promotes a harmonious environment in which children learn to appreciate and respect each other's differences. She has many resources that reflect our diverse society and the wider world and she uses these well to challenge and support children's thinking and understanding.

Self-evaluation is reflective and realistic targets are set that improve the outcomes for the children who attend. For example, since the last inspection the childminder has successfully met the recommendation that was raised and ensures that the garden gate is securely closed to keep children safe. She has completed further training to develop herself professionally and she has obtained many more resources for the children who attend. She has embraced new ways of working and has worked extremely hard to introduce an observation and assessment system that works for her. She targets further improvements well, for example wishing to undertake further training and develop the outdoor environment and resources further. She also wishes to buy further electronic learning for the children. She has sourced and priced the things she considers to be most suitable for their age and stage of development. She organises targets into achievable priorities and demonstrates a strong capacity to drive improvements forward and maintain continuous improvement.

She has established effective partnerships with parents. Purposeful information is exchanged regularly so that parents are well informed about their child's achievements, well-being and development. The childminder regularly asks parents for their views and ensures that these are used to inform important decisions about the provision. She has also established strong links with other settings that children attend and with schools to help children with their transition. These partnerships make a strong contribution to children's achievements and well-being and ensure both continuity in their learning and the early identification of any gaps in their learning.

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

Children are extremely happy, settled and show a strong sense of belonging. They are relaxed and confident to explore their surroundings and play with their choice of toy from the wide range on offer. The environment is set out very well. Good use is made of space so that children can move about freely, for example the television has been mounted on wall brackets to create more floor space. Many of the toys can be self-selected by children or they are on display where children can ask or point for what they want. This successfully encourages children's creative thinking and independent thought. Children contribute positively to the setting by making their own choices and decisions. For example one very young child enjoyed using chalks and crayons to make pictures and marks on the easel. Both children laugh and play well together running round in circles chasing each other. They have formed friendships at an early age and are developing an understanding of cooperative play, sharing and taking turns. Children respond very well to the childminder, showing that they feel safe and trust her. They go to her frequently and enjoy having cuddles with her. The childminder is very kind and interacts with great sensitivity. She supports children very well and recognises their efforts as achievements. As a result children have high self esteem and are eager to try to do things for themselves, such as getting their bag where their shoes are stored when it is time to go outside and attempting to put them on without help. Children behave extremely well as they have a secure and stable routine each day with which they are familiar.

Children make good progress towards the early learning goals as each area of learning is provided for well. They are taken out for walks in the local environment and to places of interest where they learn about their community and the wider world. They visit farms, the town, other settings such as the Children's Centre and they go on extended trips to places such as the Victorian Costume room where they dress up in Victorian clothes and play with Victorian toys. They go to local woods, nature reserves and parks where they learn about their environment, nature and benefit from fresh air and exercise. They make good use of the garden for physical activities and for taking indoor toys outdoors. They go out and about in all types of weather where they learn about the elements and gain different experiences from their exposure to these. Children use early technology well and are becoming able to count and recognise letters and sounds. They have a wide range of books, including some in other languages such as French. They develop their language skills as they enjoy looking at books and talking about them with the childminder and also making plays with puppets. One such play was about a holiday to Egypt that a child was going on. A puppet show with camels, national costumes and pyramids was planned so that the child could have some experiences that could be applied when there. Children in this setting are only very young at the moment, but they are developing skills well that they need for their future.

Children's awareness about developing healthy lifestyles is promoted effectively. They are supported very well with their personal hygiene routines. This extends

from nappy changing procedures to children having potties, toilet seats and steps in the bathroom to promote their independence as they develop greater skills. Children learn about the importance of hand washing and have fresh towels every day to reduce the risk of cross infections. Babies and toddlers have their hands and faces wiped regularly. The childminder promotes healthy eating in her setting and shares her healthy eating policy with parents. She gathers all appropriate information about their dietary requirements likes and dislikes. Children have access to fresh water at all times and have healthy supplementary snacks that prevent them from becoming hungry, but do not interfere with their main meals. Children show that they feel safe and secure in the setting and are developing friendships as they play happily with each other or alone when they prefer. They help tidy away their resources to keep them safe, practise fire drills and learn about road safety. Children's stable and consistent routine develops their understanding of what is expected of them. They learn right from wrong and how to behave safely through the good support they receive during daily routines and activities. They have safe age and stage resources and appropriate booster seats for meal times and pushchairs when being taken out and about. The childminder is a positive role model and through her effective practice helps children to feel safe and well cared for.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----