

Inspection report for early years provision

Unique reference number	EY270961
Inspection date	01/03/2011
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.

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 was registered in 2003. She lives with her family including her two children aged 11 and 13 years in Lincoln. All areas of the property are used for childminding with sleeping facilities available on the ground floor and toilet facilities on the first floor. It is accessible by one step. There is an enclosed rear garden available for outdoor play. The family have a pet Spaniel dog. The home is within walking distance of local facilities including shops, park, library and common ground.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, three of whom may be in the early years age range.

Currently, there are five children on roll, one of whom is in the early years range. She provides care all-year round. She is registered with the Lincolnshire Inclusive Childminding Service to provide care for children with learning difficulties and/or disabilities. The childminder is active in the local childminding group and a member of the National Childminding Association. She holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment where the childminder knows them well and they are settled and content. Recently reviewed policies and procedures are generally effective in helping to promote their safety and well-being. The childminder develops close working relationships with parents, exchanging a good level of information about each child to ensure she is able to meet their individual needs. Children make good progress in their learning and development with emerging systems in place for monitoring this. The childminder has acted upon recommendations made at the last inspection and responds positively to advice from other professionals. However, systems for evaluation of the provision as a whole are not yet fully established.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment for every child attending. (Safeguarding and promoting children's welfare)

08/03/2011

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

- develop further the use of self-evaluation to gain a broader and more detailed view of all aspects of the provision in order to support ongoing improvement
- improve the system for monitoring children's progress in order to ensure that they are making progress towards each of the early learning goals and to ensure that any gaps in learning are identified
- improve the level of detail on the risk assessment relating to the indoor area, with particular regard to the bathroom, so that it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder has a range of appropriate documentation, policies and procedures to ensure that children are generally well safeguarded. She has a clear understanding of her responsibilities regarding child protection which is supported through knowledge gained at relevant training. In the main, there are clear systems in place to enable her to respond efficiently to emergencies. However, she does not have written parental permission to seek any necessary emergency medical advice or treatment for all children which potentially compromises their well-being. She has undertaken a risk assessment of the premises and in the main good precautions are in place to ensure that the environment is safe and hazard free. For example, a stair gate restricts children's access to the stairs and child locks are on low level kitchen units. However, a hazardous substance in the bathroom has been overlooked, which poses a possible risk. Toys and equipment are in good condition and the childminder provides good levels of supervision. She is well organised. Toys and play materials are attractively presented and easily accessible with ample room for children to explore and good use of space enables them to eat and rest comfortably.

The childminder develops effective relationships with parents; she gathers appropriate information from them about their children's routines and preferences to ensure that she can provide for their individual needs. Good communication systems ensure that information is shared on an ongoing basis, both through verbal exchanges and the childminder's written observation and assessment records. Parents are therefore well informed about their children's progress. The childminder evidences a willingness to work with other professionals supporting children but systems for sharing information are not yet securely in place to ensure that there is consistency and continuity in their care and learning. The childminder acted on the recommendation made at her last inspection to improve the level of detail in her safeguarding policy. However, recent reviews of her documentation have resulted in some written information being overlooked. She aims to keep abreast of current issues and practices through the links she has with other local childminders and is seeking ways of making this more effective. Although she has begun to identify areas for further development there is not yet a robust enough system for self-evaluation in place to fully support and ensure continuous

improvement.

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

Children are well settled and purposefully engaged because the childminder has a good understanding of what they like and dislike and provides an environment which reflects their individual interests. For example, equipment for children to access a favourite activity of painting is prepared and available to access. Here, they practice newly acquired skills of manipulating different tools to make marks and discuss colours and shapes as they create their designs. Children are secure in the setting and confidently make their needs known, for example, by requesting additional fruit at snack time and confidently making their own selections regarding their play, either from the range of toys available or from the 'toy catalogue' for those stored in different areas. The childminder plans a wide range of activities and experiences which ensures children's good progress in their learning and development. She makes regular and useful observations of what children can do, linking these to the six areas of learning and clearly identifying some next steps. However, systems for monitoring children's progress towards each of the early learning goals and identifying any gaps in their learning are not yet fully secure. Children develop their communication skills through their interaction with the childminder. She encourages them to vocalise as they share books, naming objects in pictures and expressing their thoughts about what may happen next. They enjoy frequent outings in the local community where they begin to learn about the wider world and have opportunities to mix with other children. Here they encounter being part of a larger group environment and also gain confidence in attempting new experiences.

Children develop an awareness of possible dangers and how to keep themselves safe as the childminder takes the opportunity to talk to them about these through daily routines. For example, they learn to hold on to the banister to move up and down stairs and to take care when getting on and off furniture. They enjoy fresh air and exercise through walks to and from school, outdoor play times in the garden and visits to local parks. The arrangements for meals are negotiated individually with parents ensuring that children's dietary needs are met. The childminder has a healthy eating policy which all parents abide by. High standards of hygiene are maintained within the home and there is a clear policy in place regarding the exclusion of children with infectious illnesses which help to prevent the spread of infection. Children learn good personal hygiene practices through daily routines such as hand washing before meals and after messy play. They develop good levels of self-confidence as they are able to make their own decisions regarding their play. The childminder's high level of supervision and support helps them understand what is expected of them and they display good behaviour. They are beginning to gain an understanding about diversity through the range of resources which promote positive images of differences, such as, story books and small world figures. Children enjoy regular opportunities to explore and investigate, building with construction blocks, recreating familiar scenes with small world toys and handling books, which all support them to begin to develop

skills for the future and make sense of the world around them.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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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