

Inspection report for early years provision

Unique reference number	208780
Inspection date	09/03/2011
Inspector	Judith Rayner
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 1999. She lives with her husband and four children, in a suburb of Lincoln, Lincolnshire. There are facilities close by, such as, parks, school and shops. The childminder is registered to care for a maximum of six children at any one time. She is currently caring for seven children, three of whom are in the early years range. Children attend various days and times throughout the week. The childminder walks to local schools to take and collect children.

She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The whole house is used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are on both the ground and the first floor. The family have two dogs, one cat and goldfish as pets. The childminder 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 enjoy their time at the setting. They are happy, settled and making good progress in their learning and development. The childminder recognises the uniqueness of individual children and is pro-active ensuring their welfare and most safety needs are met. Effective partnership with parents and others involved with the child, ensures consistency in children's care and education. The childminder is very well organised and committed to maintaining continuous improvement of her provision. Recommendations made at the last inspection have all been addressed thoroughly.

What steps need to be taken to improve provision further?

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

- link the next steps of learning more closely to the early learning goals to support children's individual progress
- review the system used to identify risks covering anything a child may come into contact with, with particular reference to outings

The effectiveness of leadership and management of the early years provision

The childminder is confident and knowledgeable of the procedures she should take should she have any concerns regarding any of the children in her care. All current documentation is in place and easily accessible to support the childminder in her role and responsibility to safeguard children. Parents are provided with a clearly written safeguarding policy supported by sensitive discussions. This ensures the

safeguarding of children is good. Children's safety is further enhanced because the childminder effectively supervises children, such as, regularly checking on sleeping children and holding their hands when walking to and from school. Robust risk assessments are undertaken yearly supported by daily visual checks on all areas where children play, the resources, toys and equipment which are used within the home and garden. However, the risk assessments for some outings are not as thorough. This does not always fully ensure all hazards are identified and what action is required to minimise risks for children. Safety equipment, such as, cupboard locks and safety gates if required for younger children are fitted throughout the home minimising risks to children, enabling them to move freely and explore safely.

The childminder understands the importance of having a positive working relationship with parents in order to identify and continue to meet the individual needs of the child. There are good systems in place for developing links with others involved in the care of the child to ensure consistency in meeting the overall needs of the child, such as, regular discussions and written diaries. The childminder is very organised and plans the daily routine around the ongoing needs of the children. For example, meal times and individual sleep patterns are fully respected. A child-orientated environment is actively promoted especially in the conservatory. This is because the childminder ensures toys, resources and equipment are in abundance, easily accessible and presented attractively for the age and ability of the children in her care. The home is very welcoming displaying a good range of children's own creative work, photographs, posters and relevant child care information for parents to view at their leisure. Children are treated with equal concern. They explore a good range of toys that reflect other's similarities and differences supported by the childminder's sensitive approach to other's beliefs and backgrounds.

Records, policies and procedures are clearly written, very well organised and informative, highlighting how children are cared for and how the childminder operates. A portfolio is also accessible to parents supporting the childminder in the discussions held about the practice delivered. The childminder has undertaken a good range of further training. This enhances the childminder's skills and knowledge where children benefit from this. The childminder implements new ideas, opportunities and experiences to further enrich children's learning, development and care. Recommendations made at the previous inspection have been addressed well, ensuring children's welfare is met and parents are kept up to date with appropriate and current information. As a result, the childminder demonstrates a good capacity for maintaining continuous improvement.

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

Children are happy, settled and are making good progress in their learning and development. The childminder knows the children she cares for well and builds on their particular interests. She has a good understanding of the Early Years Foundation Stage and implements this well into her practice. Children enjoy their

time with the childminder. The childminder has a good understanding of child development. She values the importance of having a positive working partnership with parents because she gathers information about their child enabling her to build on this as a starting point for each child's level of development. Observations are regularly undertaken and records completed detailing what the child has achieved and what they need to do to progress further. Photographs, pictures and work undertaken by the child are attractively presented in scrap books and more formal records are presented alongside the books. All evidence is shared with parents. However, sometimes the planning of future activities is not as purposeful or clearly link to the early learning goals. Therefore, will not always be specific to children's individual learning journeys to support their progress. There is a good balance of child-orientated play and adult-led activities both inside and outdoors.

Children's self-esteem and behaviour is very good. They are relaxed, happy and enthusiastically explore the toys and activities. They are confident in knowing what they want to play with, such as, wanting all the bricks out on the floor rather than just a few. Children enjoy their time with the childminder. They openly ask questions and happily respond to questions asked by the childminder. Their critical thinking is developing because the childminder skilfully asks thought provoking questions and extends the activities to enhance their learning. Children have the opportunity to explore a good range of books which are age appropriate, such as, hard backed, textured, chunky books. Their language skills are enhanced further because the childminder constantly talks to children introducing new words and consolidating what they have learnt through repeating the correct pronunciation of words they have just learnt.

Children explore with texture as they are provided with mark-making activities and resources, painting and sticking, sand and water toys both inside and outdoors. They enjoy playing with the foam, squeezing it between their fingers and clapping their hands making the foam disperse over themselves, laughing as they do so. Toy insects are added by the children where they confidently manoeuvre them in and out of the foam. Children have good levels of concentration as they attempt to complete a good range of jigsaw puzzles. Children learn about their spatial awareness and confidently move to an area in the home that is safe and free from obstruction to jump around. Children enjoy building with construction. The childminder helps them build a tower which placed on a chair is as tall as the child. The child happily shows off their achievement as the childminder praises them through clapping and positive words, such as, 'well done'.

Children learn about the importance of personal hygiene. They wash their hands before and after eating and after messy play. Further support is offered because the childminder talks to the children about keeping germs away and also displays posters of hand washing. The childminder also provides each child with their own hand towel. The childminder is a good role model and reinforces positive practice to prevent the spread of infection. Light snacks are provided by the childminder that adhere to children's individual dietary needs. Parents also provide packed lunches which the childminder monitors to ensure these are healthy, well balanced and nutritious. Children's awareness of their own personal safety is developing well. They regularly participate in fire drills so they know what to do should they need to leave the house quickly. Children are provided with good opportunities

through their time with the childminder inside, outdoors and in the community to develop the skills they will need for the future. For example, they play with programmable toys, such as, toy telephones, computers and investigative toys. They use numbers in every day activities, such as, counting out loud, pairing and colour matching bricks.

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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