

## Inspection report for early years provision

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<b>Unique reference number</b>	EY283152
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Sandra Hornsby
<b>Type of setting</b>	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 2004. She lives with her husband and four children aged 14, 12, 10 and eight years. The family live in Tattershall, Lincolnshire and have all amenities within walking distance of the home. The childminder is registered to care for six children under eight years of age and currently cares for six children on a part-time basis. The whole of the house is registered for childminding, however apart from sleeping this takes place on the ground floor. There is an enclosed rear garden which is used for outdoor play.

Family pets include fish, budgerigars and a cat.

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 benefit from the enthusiasm and caring disposition of the childminder who understands their needs. She offers opportunities for children to socialise and progress satisfactorily towards the Early Learning Goals because she is aware of the individuality of the children. There are effective arrangements to safeguard children. Partnerships with parents are flexible and meet their changing needs. The childminder is developing links with other providers of the Early Years Foundation Stage to support continuity of care. The childminder realistically identifies her strengths and is taking action to develop her provision.

## **What steps need to be taken to improve provision further?**

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

- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development
- continue to develop systems to observe and assess children's achievements, interests and learning styles and use these to identify the next steps in their learning to support the planning process.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded well because the childminder has effective procedures for identifying any child at risk of harm and knows to follow the Local Safeguarding Children Board procedures. Parents are well informed of the childminders policies and procedures, helping them understand the childminder's role and responsibility when caring for their children. Children are cared for in a secure environment with hazards suitably assessed and well documented. Risk

assessments are reviewed if hazards are identified or if new children join the childminding provision. Children's records, contracts and information required for the safe and efficient management of the childminding provision are in place and managed effectively.

The childminder is very enthusiastic and committed to her childminding provision. She has established a very positive vision for her service, and states she wishes to continue to develop and improve the outcomes for children. She reflects on her practice through the Ofsted self-evaluation form, where she appraises her service and recognises the strengths of her provision. She is still developing ways to implement the Early Years Foundation Stage with regards to monitoring and planning, but is undertaking a programme of ongoing learning opportunities to further develop her skills.

The childminder has a very strong and flexible relationship with the parents and there is a good exchange of information, knowledge and expertise to support children's needs. She ensures that the parents are kept well-informed and children's achievements are discussed and shared. Parents are generally encouraged to contribute to their child's development. The childminder understands the importance of liaising with other providers delivering the Early Years Foundation Stage, but information gathered from pre-school is not used effectively to plan and further support children's learning and development.

The childminder provides a welcoming environment by displaying children's work posters and information for parents and children. The childminder attends groups on a daily basis children have a small available selection of resources that do not always challenge or support the older or more able children. However, children do have a nice time because the childminder knows what children like and what they enjoy.

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

The childminder understands children's abilities, likes and interests; children enjoy their activities with the childminder and they take part in suitable play opportunities that help them to generally learn and develop. However, the childminder does not have knowledge and understanding of how to effectively use child's learning and development records to plan for their future learning needs. The childminder has begun to develop assessment records but she does not use these to plan for the next stages in their learning.

Children select from a small range of toys and resources that generally support their independent play. The childminder enjoys her childminding and interacts well with the children. She listens to them, and offer opportunities to suggest ideas and opinions. She is developing behaviour management strategies that are effective in helping children to behave well and play together harmoniously. Children enjoy creative activities, such as, drawing, play dough, goo, shaving foam, and arts and crafts where they are encouraged to make their own models and pictures from

different materials. Children use mathematical language in their play, counting and labelling colours.

The childminder attends lots of different groups at the local sure start centre. These offer children lots of different learning opportunities including social skills, learning about their own local environment and those who live in their local community. They attend groups, such as, mini movers which support children's physical development, coordination, balance and stamina. Children enjoy the story box sessions which supports their enjoyment of books and language. Rhyme time, craft and singing sessions continue to promote children's creativity and imagination through play. The childminder ensures children have plenty of fresh air and exercise as they walk regularly to local amenities school and groups. They enjoy snacks given by the childminder who gathers clear information about children's dietary needs to ensure that they can eat safely. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she holds a current first aid certificate.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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