

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Kathryn Clayton
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 has been registered since 2001. She lives with her husband and two adult children in a village south of Lincoln in Lincolnshire. The childminder is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time and currently looks after five children, four in early years age range. The childminder is a member of the National Childminding Association and holds a National Vocational Qualification in Childcare and Education to level three. Shops, parks, a library, a pre-school and schools are within walking distance. The ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outdoor play. The family has a pet budgerigar.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a homely environment where children's individual needs are met and they progress well in their development and learning. Safeguarding procedures are good and effectively promote children's welfare. Most aspects of evaluation are strong and the childminder is continually making improvements which improve the outcome for children. The childminder works with other agencies and makes sure information is shared with other providers children attend. Close relationships with parents help to promote good quality education and care.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice, self evaluation and informed discussion considering all aspects of the childminding provision.

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures which are regularly updated and reviewed support the childminding service. Children play in a safe environment because the home, garden and outings undertaken have been carefully risk assessed. The childminder maintains all legally required records of children and makes sure her first aid training is up-to-date. She undertakes training in safeguarding children to make sure her knowledge is in line with the current procedures of her Local Safeguarding Children's Board and that she can therefore protect the children she cares for. The childminder considers the views of parents and children when evaluating her service. She requests feedback in her newsletter, talks to parents and asks them to add their comments to their children's profiles. The childminder takes into account what children like to do and will develop popular activities.

However, evaluation does not consider all aspects of her service in detail, so some areas for development may not be identified. The childminder makes continual improvements to her provision, for example, the development of her garden with resources such as a mirror, guttering to aid problem solving and a large mark-making board. She also attends training in healthy and safety, managing children's behaviour, fire safety and assessments which help to improve the outcomes for children.

Children play in a very attractive playroom and outdoor area. Good quality toys and play materials are well organised and within easy reach of children, so this promotes their independence in play. Children learn to look after their toys as they carefully pack away. The childminder is starting to teach the children about recycling and involves them in activities such as planting sunflower seeds and beans, which is a useful learning experience. Through discussions with parents, good record-keeping and observations the childminder gains a good understanding of the children she cares for. Several introductory visits help her become more familiar with children and helps them to settle more easily. Resources children use such as play people and books raise their awareness of diversity in a positive manner. Parents are complimentary about the service and are well-informed in a number of ways. For example, the childminder produces a newsletter noting what is happening in the setting and other relevant information. Parents share children's progress files and add their own comments. The childminder and parents work well together to help children progress. The childminder makes sure relevant information is shared with other providers children attend. Parents, the childminder and local pre-school contribute information which is shared to help children's progress and promote their wellbeing.

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

Children enjoy their time with the childminder. They are inquisitive, confident, interested in play and are becoming more independent. Children make their own choices in play and the childminder observes and records their achievements and plans successfully for their progression. She also uses a useful system which ensures that all aspects of the areas of learning are covered over a period of time. This means children have a wide range of experiences at their level which helps them to make good progress.

The childminder extends children's knowledge as they play. For example, children are questioned using mathematical language as they play with dough. They are encouraged to count the models that they have made and to make patterns. Children show a real interest in books and this is enhanced by regular visits to the local library. They also enjoy good mark-making opportunities, especially outdoors. Children learn about the benefits of having a healthy lifestyle. They are very active as they complete an obstacle course, use swings, slides and bouncy toys at the local park. There is small equipment and a range of wheeled toys that are used in the garden. Snacks of fresh fruit are provided for children and a drink is always readily available. Young children understand why they need to wash their hands at all appropriate times and they use paper towels for hand drying so there is no

cross infection. Young children's language skills are good and they show early skills on a computer, for example, good use of a mouse and developing keyboard skills.

Children enjoy good opportunities to explore and investigate. For example, they go outdoors to explore the snow first hand and through a range of painting and collage activities they explore their creativity. Children particularly enjoy playing imaginatively and the childminder provides a good range of resources to support this interest. Children move safely around the play area. They start to gain an early understanding of managing their own safety. The childminder practises the evacuation of the premises regularly. She teaches children about road safety, safety in the garden and being safe near animals. Children can see their reflection in a large mirror which gives them a sense of belonging. They behave very well because the childminder is calm, encouraging and uses methods such as distraction effectively.

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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