

## Inspection report for early years provision

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<b>Unique reference number</b>	257472
<b>Inspection date</b>	31/03/2011
<b>Inspector</b>	Margaret Barnsley
<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.

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 2001. She lives with her husband and their three children aged 17, 16 and 10 years in Lincoln. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play.

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 a maximum of five children under eight years, of whom no more than three can be in the early years age group at any one time. She currently has a total of six children on roll in this age range, of whom four are in the early years age group. Additional children aged over eight years are also cared for. The childminder walks to local schools to take and collect children, she also takes children on outings to the park and to indoor activity areas. The childminder attends the local parent/toddler group. The childminder's husband is registered as her assistant and he occasionally collects children from school. The family has two dogs and two cats.

The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association and her local childminding group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is a homely setting where the uniqueness of children is valued and their individual needs are successfully met. The systems for progressing their learning and development are mostly well established. Children enjoy a wide range of activities and resources that support their learning and development in all areas. All required documentation is in place and well maintained. Partnerships are well established and contribute positively to the outcomes for children. The systems that are in place to evaluate the care and education provided are mostly effective and enable the childminder to maintain continuous improvement.

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

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

- use observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child with specific reference to children's next steps in learning
- lead and encourage a culture of reflective practice through self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder has a good understanding of her duty to safeguard and protect children. She has completed safeguarding training and has a comprehensive range of policies and procedures in place. These are shared with parents to keep them fully informed of her duty to protect children and how she organises her setting. Risk assessments are undertaken of all aspects of the provision that children have access to including outings and trips. These are reviewed regularly to minimise risks to children and ensure the continued safety of the setting. Effective safety measures are in place and supervision is vigilant. All adults who have regular contact with children are appropriately vetted. All other policies and procedures that are required for the safe and efficient management of the setting are available to parents.

The childminder works well in partnership with parents and carers to ensure children's individual needs are fully met. Good information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs. She offers settling-in sessions for all children and this means they settle readily and feel secure when they are left without their parent. Written information and verbal feedback ensure parents are kept well informed about their child's progress. The setting is organised with a good range of toys and resources, which are stored well so that children can self-select and make their own choices. There is a good balance between child-initiated play and planned activities, which centre round children's individual interests. They are based on conversations with the children or from observations that the childminder makes. The childminder has recently introduced an observation and assessment system, which is still in its infancy. This information is not yet used effectively to demonstrate how planning for children's next steps in learning is organised. However, she has a good understanding of children's individual abilities and this enables her to provide interesting play experiences and activities to support each child's development. The childminder reflects on her practice and this has enabled improvements to be made, which have a positive impact on the overall quality of the provision. For example, the childminder has successfully addressed the recommendations from the previous inspection and has made many improvements to the learning environment. She has completed further training to develop her knowledge and has introduced 'All About Me' information, which provides her with good information about each child and includes parents with planning for their child. She has many ideas for developing her service further, but these are not yet organised into well targeted priorities as the system for self-evaluation is still developing.

The childminder operates an equal opportunities policy and promotes equality and diversity well. She has resources that promote positive images of other cultures, customs, disabilities and gender, which enable children to ask questions that develop their understanding of the wider world. She has good knowledge of each child's background and promotes a harmonious environment in which children learn to appreciate and respect each other's differences. Children are taken out regularly to visit other settings such as the local children's centre where they

engage in a wide range of activities and develop their understanding of their community. Links with practitioners where children attend other settings are firmly established. Documented information about children's learning is shared and discussed between both parties, which provide children with continuity in their learning. Children who are moving up to school are helped with their transition by doing activities that help them to know their numbers, colours and shapes and learn how to dress themselves so that they can be independent in a school environment.

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

Children enjoy their time at the childminder's as the childminder is warm and caring and shows children a great deal of affection. Children are provided with very good opportunities and experiences to help them make progress across all areas of learning. The childminder has a good understanding of how children learn from active play and exploration. For example, the playroom is well resourced with a range of good quality toys and resources which are easily accessible to the children. The childminder plans challenging and stimulating experiences and activities to support each child's development. She observes children in their play and takes a wealth of photographs of them to illustrate the activities they enjoy. These are currently being documented in each child's individual assessments to record their achievements and celebrate their successes.

The childminder provides an inclusive environment where each child is valued. Children are able to express their wishes as they make their own choices about what they wish to play with. She constantly praises their efforts, which enhances children's self-esteem and confidence. Children learn about responsible behaviour because the childminder is consistent and promotes positive behaviour well. She guides and steers children sensitively with their learning and sets realistic expectations that they can understand. Children learn to share and to be kind to each other and recognise when they have not acted in this way because the childminder explains things to children in ways that they can relate to. The childminder organises visits to places of interest, such as to farms where children learn to care for living things as they feed reindeer with bottles. She takes children to the local children's centre twice weekly where they socialise with other children and engage in a wide variety of activities such as a drama workshop, which develops their language, creative, physical and confidence skills. The garden area is a well-used resourced and children enjoy using the apparatus for both physical and imaginary experiences, for example when they dress up as wizards and pirates and use the climbing frame as pirate ship. Children develop their language skills well as they engage in many purposeful conversations with the childminder and are listened to well by her. Children are asked to think about things, which develop their ability to problem-solve. They are given plenty of time to think things through so that they can feel a strong sense of achievement. For example, because the childminder asks open-ended questions a child works out why the zip on the bag will not close and takes out one of the many cars in it to make the zip work. She helps children to feel valued and have a sense of belonging as she responds to them with kindness.

Children develop their understanding of living a healthy lifestyle well as they walk to many places of interest and have daily outdoor play where they get lots of fresh air. They also go to indoor play centres where they develop their physical skills and muscles. Children's welfare needs are met well as the childminder discusses these with parents and gathers comprehensive information. The childminder operates a healthy eating policy and works closely with parents to implement this. Parents provide their child's meals, which ensure that their dietary needs are met, and they have supplementary snacks of fresh fruit, which they greatly enjoy. Children have plenty to drink and know they can ask for more if they become thirsty. They develop a good understanding of hygiene as they learn to wash their hands before handling food and after using the toilet. Children learn about safety and being responsible as they have simple rules to follow that they understand. They learn to help tidy away after play and they practise fire evacuation and learn about road safety when they go out into the community. Children are developing skills for their future and are active and creative learners.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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