

Inspection report for early years provision

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Inspection date	01/06/2011
Inspector	Angela Hufton
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.

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Description of the childminding

The childminder registered in 2007. She lives with her husband and two school-aged children. They live in Grantham, Lincolnshire. The whole house is available for childminding, with care normally provided on the ground floor. There are bathroom facilities on the first floor and there is a fully enclosed garden for outside play. All local amenities are within walking distance of the family home.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for five children under eight years at any one time, of whom no more than three may be in the early years age group. Currently the childminder cares for three children in the early years age group and two children over eight. All children attend on a part-time basis. The childminder is a member of the National Childminding Association and attends local group meetings. The childminder is qualified in Early Years Practice to level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder gets to know the children well and gives them very good support to help them develop. They enjoy being with her and make good progress in their learning and development. Their safety, health and well-being are effectively promoted. The childminder shows a strong commitment to continually improving her childcare provision in order to benefit children. She has begun to evaluate areas to improve, such as more effective observations and assessments. Ongoing training supports the childminder to make and sustain improvements.

What steps need to be taken to improve provision further?

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

- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- develop observations and assessments further to consistently make links to the 'Development Matters' prompts to plan the next steps in a child's developmental progress, and develop ways in which parents and other practitioners can fully contribute to this process to ensure consistency for the child.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of possible signs of child abuse and fully understands her role in safeguarding procedures. She has undertaken training to support this and has fully acted on the recommendations raised at the last

inspection to bring about improved safeguarding outcomes for children. She keeps her home safe for the children and takes the necessary steps to minimise risks effectively. The required documentation for ensuring children's welfare is promoted, all in place and generally well maintained. Children use a wide range of resources that are easily accessible to them and they are cared for in a child-centred, warm and inviting home where they have regular access to the garden.

The childminder establishes very good working relationships with parents. They provide feedback on her service and comments include, 'she is an asset to the profession'. The childminder ensures that she has the relevant information she needs about individual children, for example, their routines and likes, so she can help them settle easily. Children's family backgrounds and home languages are acknowledged and respected. The childminder is aware of accessing support and extra equipment for those children with additional needs. She is also aware of developing effective links with other providers who may share the care and education of the children.

Parents are kept very well informed about their child's progress through verbal feedback as to what the child has achieved that day and how the childminder has helped support the child. Parents are also given free access to the observation and assessments records of their child and are encouraged to contribute. This is at an early stage and not yet fully effective in systematically involving parents. The childminder adapts activities and processes that she feels are not working effectively enough. She has undertaken training to further her knowledge and understanding of early years practice and has begun to develop evaluation processes to improve her provision. For example, she has identified improvements to be made to accident and medication records to support children's health and welfare.

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

Children show that they are happy and feel safe with the childminder. Their independence is promoted well as she allows them to make their own choices from the wide range of safe and stimulating resources. They play happily and relate well to the childminder. She interacts very effectively with the children as they play and encourages them to share and take turns with the toys. She uses good questioning that encourages children's communication skills and helps them develop their understanding. The childminder regularly observes the children at play and uses the information gained to plan further activities that will help them continue to make progress. Some of the childminder's formal assessment documents are still in the early stages of implementation to support her planning and aid in the tracking of children's individual learning.

Children have fun as they take part in a wide variety of activities and outings. They confidently explore the environment and move safely around the rooms. Children concentrate well and are well occupied. They particularly like playing with the role play resources, dressing up and pretending to sell fruit and vegetables. They show that they are developing good fine motor skills as they manipulate collage

materials to make a Father's Day card. Children show an interest in their world as they investigate and use different simple technological toys, such as a camera, or look for bugs with a magnifying glass. They count together and learn about shapes. Children enjoy a variety of creative activities, such as playing with 'gloop' or making different biscuit shapes.

The childminder promotes children's health well by carrying out appropriate hygiene procedures and daily routines. Children are encouraged to eat healthily and to drink plenty. They regularly play outside in the fresh air and get lots of exercise. Younger children who need a rest are able to do so in a safe and comfortable place. The children are actively involved in growing a range of fruit and vegetables, including carrots, cucumbers and peas. They also enjoy baking activities and understand about a balanced diet, for example, not eating too many ice creams. The childminder skilfully uses children's role play of an ice cream shop and vegetable shop to support their awareness of healthy options.

Children benefit from regular outings in the community, such as to toddler groups or a soft play centre. They particularly enjoy attending music sessions where they also learn to socialise in groups. They access a range of resources and activities to help them become aware of the wider world, such as trying Polish foods or trips to see a totem pole. Children learn how to keep themselves and others safe when out and about. The childminder teaches children about road safety and fire safety and then practises emergency evacuation with 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?	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	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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