

Inspection report for early years provision

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Inspection date	22/09/2011
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged nine and six years in Caistor, Lincolnshire. All areas of the property are used for childminding, including a downstairs toilet. Sleeping facilities are provided on the first floor. There is a fully enclosed garden available for outside play. There are a number of shops, parks, pre-school, primary school and the library within walking distance.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time and currently has two children on roll, one in the early years age range. The childminder has two assistants and when working with an assistant they may care for a maximum of 11 children. The childminder cares for children for whom English is an additional language. The family has three cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming service that meets all children's individual needs and helps them to make good progress in their development and learning. For the most part evaluation is effective in helping to identify areas for development and a number of improvements have been made since the last inspection. Good safeguarding procedures successfully promote children's welfare and well-being. The childminder develops links to other agencies and services that help to support children and maintains excellent relationships with parents enabling information to be freely shared.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation to include all aspects of the childminding service.

The effectiveness of leadership and management of the early years provision

The childminder has a range of good quality policies and procedures that support the service successfully. She understands the importance of being alert to any signs and symptoms that may cause her to be concerned about a child's welfare and has clear procedures to follow should she have any concerns. The childminder carefully risk assesses her home and any outings undertaken which helps to ensure children remain safe. The childminder is keen to improve her service and has completed a qualification in home based childcare to level three since the last inspection and many other courses including food hygiene. She canvasses the

views of parents by asking them to complete a comprehensive consultation and finds out the likes and dislikes of the children she cares for. This information helps the childminder to evaluate her provision, although currently not all of the childminding service has been considered in this process.

Children enjoy a choice of where they would like to play. There is an attractive playroom where a good range of toys and play materials are easily available to them and a comfortable lounge. Three bedrooms are available for sleeping children and they have daily opportunities to use the spacious garden. The childminder finds out full details of children's individual needs at enrolment when an 'all about me' book is completed. Parents are encouraged to complete a questionnaire about their child's likes and dislikes and to bring children's favourite toys to help them settle more easily. Good support is given to children for whom English is an additional language with the childminder working extremely closely with parents to help to meet their needs. The childminder obtains useful resources such as dual language books which supports children's learning of English and their home language.

Parents receive excellent information about the setting and a friendly induction is given to both parents and children. Parents are encouraged to share information about their children when they first start to attend and on an on-going basis. This helps the childminder to effectively meet their needs. Information is shared in many ways including through discussions, daily diaries, sharing children's progress files, newsletters, text messaging, e-mails and through a CD-Rom with details of activities undertaken. The childminder works extremely closely with parents to help children progress, for example, with language development. Good links are made to other agencies and information is shared with other providers when children are attending another setting. The childminder helps children make a successful transition to school by ensuring they are very familiar with the environment and staff.

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

Children enjoy their time with the childminder, are warmly welcomed and feel comfortable and confident in her care. They take part in a wide range of indoor and outdoor activities, both at home and away from home. The childminder completes good quality assessments of children's progress and identifies plans for future learning. These measures help children to make good progress. The interests of children are used as a starting point and the childminder is skilful in supporting children's learning through play. For example, when playing with a farm set young children are encouraged to name and talk about animals. Language development is further promoted by sharing stories with children. Children have good opportunities to socialise with others at local playgroups which builds their confidence and teaches them social skills.

Children persist and concentrate well with the close support of the childminder. They learn to count as they play and this is supported by use of appropriate puzzles to re-enforce their understanding of number. Children enjoy good

opportunities to develop their imagination as there are many role play scenarios provided, such as play in a tent, with dressing up and play kitchen equipment. Baking activities help children learn many skills and they enjoy noticing the changes made when mixing and cooking. Children learn about the importance of eating healthily as they plant, tend and pick food such as tomatoes. Snacks provided are healthy and include toast with fruit such as apples picked from the garden. Drinks of squash, water and milk are readily available. Good hygiene practices are learnt with the aid of a step, notices, soap and individual flannels and towels for children when they wash their hands. Children are active, for example, they walk locally every day, use the equipment in the park and garden such as scooters, trikes, a slide and rocker.

The childminder helps children to learn about how to keep themselves safe. She teaches them about road safety, ensures they wear high visibility jackets and involves them in the monthly evacuation of the premises. Children enjoy many experiences that help to explore their senses and develop their creativity. Some of these include painting, collage, clay work and the use of play dough. The behaviour of children is very good as the childminder creates a positive environment where children are praised and valued.

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	1

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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