

Inspection report for early years provision

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Inspection date	06/09/2011
Inspector	Jonathan Davey
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 first registered in 1990. She is registered to care for six children and currently has three children on roll who attend on a part-time basis. The childminder is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register.

She lives with her husband, adult daughter and teenaged son in a residential area of Cleethorpes. Shops, schools and the park are within walking distance. The ground floor of the home is used for childminding with the exception of the large living room. One upstairs bedroom is used. Toilet and wash facilities are on the ground floor. There is a fully enclosed garden for outdoor play. The family has two pet dogs and a cat. The childminder is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure and welcoming environment. The childminder recognises and responds to individual requirements of children, and strives to ensure their care, learning and welfare needs are met. Effective arrangements exist to ensure children are kept safe and healthy, with robust risk assessments completed. Children make good progress in their learning and development because they enjoy a wide range of play opportunities, both indoors and outside. She keeps the parents informed about what their children are doing, using daily diaries and obtains information about their needs and routines. The childminder is enthusiastic, planning varied and fun activities, which she continuously reflects on to improve the choices and experiences on offer.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- provide more opportunities to promote equality and diversity
- improve opportunities for children to be more involved in making choices and decisions.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has a good understanding of safeguarding procedures. She has completed relevant safeguarding training and is aware of her responsibility to refer any concerns about a child's welfare. Children are protected as the childminder keeps the premises secure, and supervises the

children at all times. Regular risk assessments and daily checks ensure hazards are reduced, and the environment is safe for children. The childminder has separate risk assessments recorded for trips away from the premises, such as visits to the local country park and other childminders' homes. The childminder has written a comprehensive set of policies to cover all aspects of her services. These are detailed and well thought out. The childminder is very motivated, with the capacity for sustained improvement well developed, and all self-evaluation processes are comprehensive.

The childminder values working with others to support the care, education and well-being of children. For example, she works closely with other local childminders, sharing good practice and enhancing child interaction. Positive relationships with parents exist and good working practices are being developed, enhanced and extended. Effective partnerships have been developed with the nearby nursery school, local authority, childminder support networks and other professional agencies. Resources are well-organised, fit for purpose and support children's development. Lots of low-level baskets and boxes allow the children to access the resources independently. All children are starting to develop their awareness of diversity through varied activities. They access a range of resources to help them positively explore and value differences and similarities in the wider world, although this is underdeveloped. The outside area is mainly grassed, enclosed and has lots of varied toys to keep children entertained. Resources include trikes, push chairs and a gardening area, where the children can grow their own produce. They then cultivate and eat the fresh produce at the childminders or take home to enjoy. This gives the children lots of opportunities to enhance their own personal and emotional development and promote good parent partnership. The childminder has good information communication and technology resources, with the children able to have the use of a laptop and interactive pad. A strength of the childminder is her passion to ensure that children are enabled to make good progress and adopt positive attitudes to learning and well-being. This is again evident with the strong parent partnership, with routines and requests followed.

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

Children make good progress in their learning and development and towards the early learning goals. They enjoy and achieve because they are provided with a broad and interesting range of learning events, experiences and activities, both inside and outside. For instance, the children enjoy planting and watering their own tomatoes and leeks, which they pick themselves. However, opportunities for children to be more involved in making choices and decisions are limited. Frequent walks to the local country park, where they visit donkeys and see other wildlife foster their understanding of their place in the community. The children have a lovely warm relationship with the childminder and are very settled and contented. She completes regular observations on the children's play and records this in daily diary books and the child's own individual learning record. This information is then used to plan activities to enhance individual learning and progression. However, planning does not clearly identify how activities will promote individual children's

progress towards the early learning goals. A fire evacuation is regularly practised so the children learn what to do in the event of a fire or emergency.

Children are confident with the childminder and have access to fresh drinking water as they recognise that they are thirsty, this promotes independence. The children have a choice of healthy snacks and meals, prepared freshly. The children follow good hygiene routines. The downstairs toilet is clean and well laid out. Each child uses individual paper towels to stop cross contamination and the risk of infection. Children demonstrate good coordination and spatial awareness. They skilfully use rolling pins and colourful cutters, when enjoying the play dough. Children are eager to play and join in with the activities on offer, one child excitedly saying that she loved mermaids and princesses, when her favourite book was read to her. The childminder uses effective questioning skills to develop children's vocabulary as they discuss the different stories and materials on offer. For example, children enjoyed reading various books and using the doctor's kit to bandage each other's arms. This promotes their language acquisition and shows the childminder has a good understanding of the Early Years Foundation Stage.

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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