

Inspection report for early years provision

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Inspection date	30/11/2011
Inspector	Carly Mooney
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 2001. She lives with her husband and son aged 12 years in Skegness, Lincolnshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a bearded dragon and a snake, kept upstairs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy secure relationships with the childminder. She provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. Positive partnerships between the childminder and parents have been established. The childminder understands her strengths and weaknesses and evaluates the practice to continually improve outcomes for children.

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 children's next steps in planning to ensure they are tailored to the individual child's learning needs
- review documentation to ensure that permission for seeking emergency medical advice or treatment is obtained from all parents.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment as the childminder has sound knowledge of safeguarding children issues and has completed relevant training. She ensures all adults within the home have undertaken suitability checks and children are always under close supervision when out and about. Risk assessments are thorough and include all outings the childminder has undertaken. A daily check list ensures any new hazards are quickly identified and minimised to keep children safe. Young children participate in safe practices, such as, fire drills

which begin to give them an understanding of how to keep themselves safe. The childminder shares a range of well thought out policies and procedures with parents which reflects her good practice. In general, documentation is kept to a good standard. However, signed permission to seek emergency medical advice or treatment for children has not been obtained from all parents.

The childminder organises her home very well to meet children's individual needs and promote their independence. They play freely in a welcoming, home from home environment, where they are truly valued by the childminder. Their work is attractively displayed in the kitchen and children's birthdays are celebrated in the childminder's home, which gives them a true sense of belonging. The childminder makes very good use of the local vicinity to give children a variety of experiences, such as nature walks and visits to the beach. A variety of resources are accessible which enable children to subtly explore ethnicity, language, religion and culture within their play.

The childminder has a secure knowledge of each child's needs and backgrounds and constantly liaises with parents to ensure their continuing needs are met. She has built secure relationships with parents. They receive daily verbal feedback about their child's day and a diary is also used for the youngest children, as another form of two way communication. Parents have commented very positively about the care provided. The childminder demonstrates a positive attitude to liaising with other settings the children attend to ensure continuity and progression of children's learning. Some systems for self-evaluation are in place which enables the childminder to prioritise her areas for improvement. Training courses, such as, assessment and record keeping are attended on a regular basis to keep her knowledge of different childcare issues up to date.

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

The childminder displays a loving and caring nature and ensures children feel part of the family unit, building close relationships with herself and her son. Children feel happy and content in the childminder's company and welcome her interaction. For example, snuggling up close to read a story. The childminder has a good understanding of learning through play and spends quality time at children's level supporting their learning. They work together to build a tall tower, counting the bricks as they place them on, one by one. The childminder demonstrates that she knows the children very well, having cared for them since they were very young. She recognises children's different development needs through regular observations and assessment keeping. These are linked to the six areas of learning and the childminder uses 'I can' statements to track children's progress. However, recording of children's next steps is not always meaningful and linked to individual children's learning.

The childminder constantly talks to children, which encourages their early communication skills and as a result, all children are skilful communicators. They

play together well, learning effectively to share and take turns with gentle reminders from the childminder. Children are praised and encouraged when they do well to build self-esteem. Children gain a very good understanding of the world around them, through walks in the woods and visiting places of interest, such as Natureland and the fire station. Participating in a '999' day helps children gain an understanding of people who help us. Children's physical skills are promoted well through frequent trips to the park and use of the garden apparatus. An activity cube that children have made themselves is a popular resource. Children can help themselves to a good variety of arts and crafts materials to express their creativity. They enjoy activities, such as play dough, squashing and rolling the dough with the tools provided. Children show excitement about a planned trip to post letters they have 'written' to Santa.

Clear accident and medication records are maintained and the childminder holds a current first aid qualification, so that she is able to suitably deal with minor injuries. Meals are provided by parents, although children learn about healthy eating, as they eat healthy snacks and grow tomatoes in the childminder's garden to take home. Children are able to independently access their own drinks through the course of the day to ensure they remain hydrated. Children are encouraged to take care of their own health and hygiene and have named flannels to prevent the spread of infection.

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	1
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	1
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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