

Inspection report for early years provision

Unique reference number	EY407836
Inspection date	28/11/2011
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 2010. She lives with her husband and children aged ten and nine months in Boston, 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.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel welcomed into the childminder's home and enjoy her company. They participate in a suitable range of activities which allow them to make sufficient progress in their learning. Children are valued and their individuality is respected. The childminder is beginning to develop her skills in observing and assessing children's progress. Positive relationships with parents are in place. The childminder demonstrates a positive attitude to improvement and is beginning to implement procedures for self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the systems used to observe and assess children's achievements, with regard to identifying next steps and gathering information from parents as a starting point
- increase opportunities for children to express their creativity in activities
- develop further children's opportunities to see and use their home language in their play.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded as the childminder ensures she keeps up to date with child protection issues through training. Adults within the home have undergone suitability checks. The childminder carries out risk assessments of her home and any outings children participate in to ensure they play in a safe and secure environment. A clear range of policies are in place to promote children's health, safety and welfare, and documentation is recorded accurately.

The childminder provides a homely environment where a suitable range of toys and resources are easily available. This allows children to make choices in their play and move freely from one activity to another. A small number of resources support children's understanding of diversity. Children who speak English as an additional language are supported, although there are limited opportunities at present for them to see and use their home language in their play.

Positive, friendly relationships have formed between parents and the childminder, who exchange regular information to meet children's needs. Daily verbal feedback keeps parents informed of their child's time in the childminder's home and they are aware that records of their child's progress are being kept. The childminder understands the importance of maintaining effective working relationships with other providers of the Early Years Foundation Stage and is beginning to do so with the reception teacher of the local school. The childminder has a positive attitude to improving her services and is generally aware of her areas of development. She has attended a number of training courses, such as child nutrition and assessment keeping, which have helped to improve outcomes for children.

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

Children have settled well in the childminder's care due to her caring nature. She is kind and friendly and spends quality time with children at their level. The children's learning environment and available resources adequately support their development through most of the six areas of learning so that they are able to make reasonable progress. However, there are limited resources available which allow children to fully express their creativity, such as exploring textures. The children have been attending the childminder's for a relatively short time and she taken the time to concentrate on settling them into the setting. The childminder has begun to put together records of children's learning using photographs and observations which link to the early learning goals. However, next steps in children's learning are not sufficiently identified and information from parents to use as a starting point is not gathered.

The childminder supports young children's early communication skills through engaging in meaningful conversation and asks questions which make them think for themselves. She successfully supports their learning by reinforcing counting, shapes and colours as they play with resources, such as a shape sorter. Children enjoy role play, pretending to 'cook' dinner using real dry pasta. Children spend time in the fresh air on daily walks to the local school, time spent in the garden and through visiting the park, which also supports their physical development. Children behave well and are learning key skills in sharing and turn taking. The childminder ensures she praises and encourages children when they do well to build their self-esteem.

Children's health and well-being are sufficiently promoted through effective and shared hygiene routines carried out by the children and childminder. Children's dietary and medical needs are known to ensure they receive appropriate care and

the childminder holds a current first aid certificate which enables her to deal effectively with minor injuries. A variety of healthy meals are provided and drinks are available to children at all times so they remain hydrated. Children participate in safe practices, such as fire drills, so that they gain an understanding of how to keep themselves safe.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met