

Inspection report for early years provision

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Inspection date	11/01/2012
Inspector	Ann Keen
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 their child aged two years, within an airforce base in Waddington, Lincolnshire. There are shops within walking distance. All of the ground floor areas of the property and one bedroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on outings to parks and other areas of interest, including a childminder group. The childminder supervises children to and from the school. The family have one cat.

The childminder is registered to care for a maximum of five children at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently three children on roll, two of whom, are in the early years age range. The childminder minds before and after school. The childminder is a member of the National Childminding Association. She has a level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge of each child's needs ensures that she is able to promote children's welfare and learning well. Children are safe and secure both inside and outside the home. The childminder mostly provides for children's health and hygiene needs well. Children enjoy learning through play and generally have access to a good range of resources. The childminder demonstrates a good capacity for continuous improvement through identifying the strengths and weaknesses of her provision to improve the experiences for the children.

What steps need to be taken to improve provision further?

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

- be aware of hygiene requirements with regard to nappy changing and also children's hand washing
- support children's understanding of the wider world by expanding the range of resources to reflect the diversity of children and adults beyond the setting.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding children and knows what to do if she is concerned about a child's welfare. All adults who have contact with the children have undergone suitable checks. This helps to ensure children are protected. The childminder conducts regular risk assessments of the home, garden and outings and takes action to minimise potential safety hazards. All documentation required to promote the safe and effective management of the

setting is comprehensively maintained. This includes children's details, medication and accident records. She maintains an up-to-date first aid certificate and requests written consent from parents to seek emergency medical treatment.

Children's play opportunities are well promoted through the effective organisation of space and resources. Children can choose what they want to play with from a wide range of good quality play resources inside, stored at their level. They easily access books, for example, and enjoy making the characters 'laugh'. Children have access to an outdoor play space, so they have good opportunities for fresh air and exercise, which positively impacts on children's enjoyment and health.

The childminder gathers detailed information before children start so she has a good understanding of each child's family background and needs. Consequently, she provides for all children's needs. The childminder promotes a welcoming environment for children and their parents. She provides useful information for parents to read and gives each parent copies of the policies and procedures she has produced when they first start. This helps parents to understand her role and responsibilities. Working in close partnership with parents she promotes continuity of care for the children. Parents receive regular information about their children's daily routine and their developmental progress. This is achieved through daily conversation. Parents give feedback about the provision which the childminder uses as part of her self-evaluation. The childminder is aware of the need to work closely with other professionals to improve her practice and ultimately the outcomes for children. The childminder is beginning to use self-evaluation effectively to identify what she does well and aspects that require improvement.

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

Children are happy and comfortable in their surroundings. The childminder is lovely with the children and they respond well towards her. This fosters their emotional well-being and helps to contribute towards them achieving their potential. All children are making good progress towards the early learning goals. The children's sense of belonging is evident as they move confidently around the safe and secure setting, enthusiastically taking part in activities. Young children are settled with the childminder and show they have formed secure relationships with her. They generally display confidence and show an interest in their surroundings.

The childminder is aware of the importance of making observations and assessments and monitor children's achievements against the six areas of learning. Children's early language and literacy skills are developing well as the childminder constantly talks to them helping them to develop new words. They have access to a good selection of books and various writing implements, to develop their early reading and writing skills. Children are encouraged to paint and use easy grip crayons to learn control and practise writing skills. Early maths and problem solving skills are also developing well, for example, children are patiently helped to count pasta. Children have access to a good range of resources that effectively promote their skills for the future, including, various interactive toys. They enjoy good opportunities to develop their physical skills when playing in the garden.

Children benefit from trips out to a childminder group. These opportunities extend children's social skills and understanding of the community they live in. However, the resources to help children understand she intends to extend children's understanding of the wider world are limited by providing a wider range of resources. Children's creativity is successfully promoted through the use of 'messy play' and children enjoy feeling and experimenting with gloop and paint. The childminder has a kind and caring manner and is calm and gentle with the children, displaying care and affection for them which helps them develop high levels of self-esteem.

Children's safety is promoted well because risks have been rigorously assessed both inside and outside so children are safe. The premises and equipment are clean and children's health is successfully promoted, although, good hygiene practices, such as children washing their hands before eating and wearing gloves when changing nappies are not always put into practice effectively. The childminder has good strategies for dealing with inappropriate or unacceptable behaviour and this impacts positively on children's ability to learn right from wrong. The children are very well behaved.

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