

Inspection report for early years provision

Unique reference number	EY428978
Inspection date	19/01/2012
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged four and two years old in Lincoln. She uses all of the ground and first floor of her home for childminding. There is a rear garden for outdoor play opportunities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of four children aged under eight years of age, of whom two may be in the early years age range. There are currently two children on roll, of whom both are in the early years age range. The childminder very occasionally works with a co-childminder at another premises. The family have a dog and a cat.

The childminder takes and collects children to and from the local school. She childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming service that meets each child's individual needs and helps them to make good progress in their development and learning. Safeguarding procedures are effective and protect children's welfare. The childminder promotes most aspects of children's health. Evaluation of the service is good and has helped to drive forward continual improvements since registration. The strong partnerships with parents means that they are kept well-informed about their child's progress. Good links with other agencies and providers successfully support children's learning and well-being.

What steps need to be taken to improve provision further?

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

- improve opportunities to support children's understanding of how hygiene promotes good health, particularly in relation to drying their hands.

The effectiveness of leadership and management of the early years provision

The childminder maintains accurate records and has a good range of policies and procedures that support her service. She understands how to protect children and is alert to signs that may cause her to be concerned. She has a clear procedure to follow should she have any concerns. Children are safe in the home because the childminder completes thorough risk assessments of the indoor and outdoor space and all outings undertaken. She makes parents fully aware of how to complain

should they wish to. The childminder is very keen to improve her service and continually reflects on her current practice. This has led to a number of positive changes since registration, such as improved lighting and more shelving for resources, so that children have better access to them. There is also now a more extensive range of books. The views of parents are canvassed through questionnaires and the childminder asks for feedback and suggestions for activities from the children she cares for.

Children play in a bright, spacious home where they easily access a good range of resources. The childminder teaches children about the importance of sustainability by re-using things, for example, boxes for craft activities. Children are also involved in recycling household items, such as cardboard. The childminder is effective at meeting children's individual needs and works very closely with parents to find out about the children she cares for. For example, all children's specific medical needs are fully understood and met by the childminder. Children use a wide range of books and undertake activities that help them to gain a positive understanding of diversity.

Parents receive an informative welcome pack and are invited to the childminder's home for several visits before children start to attend. Full discussions take place, which enable the childminder to gain a good understanding of the unique qualities of each child. Parents are kept well-informed about their child's progress and well-being, for example, through discussions, text messaging and sharing children's achievement records. The childminder works closely, both with parents and the local school. One example of how this helps children's progress is by all parties being involved in supporting children when they are learning to read. The childminder works effectively with organisations that support her service and implements any suggestions for improvement.

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

Children make good progress in their development and learning. They enjoy playing in the attractive learning environment and experience a good balance of adult-led and child-initiative experiences. The childminder plans according to the interests of children, which helps them to remain engaged, to concentrate well and persist with activities. The childminder is enthusiastic and creates a positive atmosphere where children know the routine and boundaries. This helps children to behave well. She encourages good manners and children learn to be polite, to share toys and be kind to each other.

Children have access to a good range of mark-making materials and older children are becoming confident at writing their own names. The childminder effectively extends children's language development, by introducing them to new words and teaching them the meaning. The childminder consolidates children's understanding of 3D shapes by providing a range of games. Real experiences are used to develop children's mathematics skills. For example, they practise counting as they prepare the ingredients to bake cakes and buns. Children also have the opportunity to notice the changes to the mixture as it cooks. The childminder helps children to

gain a sense of time as she discusses future plans with them. Children become aware of the need to be kind to animals, such as the family dog. There are a good range of technological toys and equipment that children use, such as a laptop computer and keyboard which helps them to develop good skills for the future. The childminder provides children with many opportunities to explore their creativity through painting, collage, drawing and exploration of play dough and salt dough. Children enjoy model making, playing imaginatively and can describe what they are doing.

Children learn about the benefits of a healthy lifestyle. Snacks provided by the childminder are wholesome, such as strawberries with a plain biscuit and milk or water to drink. Children enjoy some physical activity, as they scoot home from school and have a swinging, climbing, balancing and jumping opportunities in the secure garden. Children know they should wash their hands before they eat and after toileting, but as they all share the same towel for drying their hands their understanding of good hygiene is not fully supported. Children start to learn about managing their own safe boundaries as the childminder involves them in the regular evacuation of the premise and teaches them about road safety. She uses good questioning techniques to consolidate children's understanding of what they are doing. For example, she asks children why they have to stop at the side of the road and what they have to do next.

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	3
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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