

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Tina Garner
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 2004. She lives with her two children aged 16 and 11 years. The family live in Grantham, Lincolnshire, within easy walking distance of the town centre and local amenities. All areas of the home can be used for childminding although this mainly takes part on the ground floor and the second floor bedroom. Toilet facilities are available on the ground floor. There is a fully enclosed garden for outside play. The family have two cats and a hamster.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time and is currently minding seven children, four of which are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle extremely well with the childminder and enjoy a warm, close relationship with her. She makes use of her home, garden and local community to offer many valuable learning experiences; children make good progress. The childminder meets the diverse needs of the children and ensures that they participate in all activities in a fully inclusive way. Through her passionate commitment, dedication and emergent reflective practice, she demonstrates a sound ability to identify areas for further improvement, securing the continuous enhancement of daily care and learning experiences for children. The childminder has developed positive relationships with parents and carers, offering them information about her setting, being flexible and showing an interest in their home lives.

What steps need to be taken to improve provision further?

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

- enhance the system of assessing and recording children's progress, clearly prioritising next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential
- develop parent contribution to the Learning Journeys to support in assessing children's starting points and their on going development
- develop procedures to ensure that all evacuation drills are recorded in a fire log book and include any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

The childminder gives a high priority to keeping children safe. Thorough risk assessments and effective precautions enable children to play safely in the home and garden. The childminder has a comprehensive range of policies and procedures that underpin her daily practice and these are added to and amended regularly. She has a good understanding of how to safeguard children from abuse, and her written policies and procedures underpin this knowledge. Areas used by the children are well maintained, spacious and visually stimulating. Toys and resources are robustly organised so children can help themselves, which ensures they are effectively challenged and their interest is stimulated. Cross infection is minimised by the implementation of good hygiene procedures. For example, regular hand washing routines are in place and effective nappy changing procedures are followed. Generally all required records are kept and contain comprehensive details which enable parents to feel well informed and which promote children's welfare. However, practised fire drills are not currently included to ensure that any problems encountered are fully addressed and documented. The childminder takes positive steps to introduce children to the differences in society through activities, topics, books and sensitive discussion. She builds positive relationships with parents and uses a number of ways to ensure they receive good information about their child's day and developmental progress. Scrap books, photographs and records of children's development help to keep parents informed about their child's achievements. The childminder provides parents with clear information at the start of any arrangement and gathers detailed information about children's care needs so that these can be effectively met. However, opportunities for parents to input into initial assessments and share information regarding children's development at home are less well established.

The childminder has a professional approach to her work. She has completed all of the required training and has attended a wide range of further additional courses to improve her knowledge base and skills. Systems for self-evaluation have been effectively established to ensure continuous improvement across all aspects of the provision. The recommendation made at the last inspection has been successfully addressed.

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

Children have formed positive relationships with the childminder and are at ease to go to her for comfort, support and reassurance. This demonstrates that the children feel safe and enables them to make good progress in their personal, social and emotional development. The children know where things are kept due to clear labelling and low-level storage and familiar routines help them to feel safe and secure. The childminder's active involvement in children's play helps her to note preferences and interests. Although the childminder clearly demonstrates that she knows the children well, the information gained from observations undertaken as

they play, is not totally effective in planning activities which fully support their most relevant individual next steps.

The childminder ensures an excellent range of resources are within children's reach, which are robust in enhancing all areas of their development. Many sensory and practical activities are offered every day and children clearly love to experiment with a wide range of substances and materials. For example, children enjoy creating and making sand castles in the outdoor sandpit, draw and paint pictures, and plant and grow their own sunflowers. The childminder knows just how and when to intervene to move the children's learning forward and matches this carefully to the differing ages and abilities of the children so that they are all making good progress. Communication skills are encouraged well which helps children express their ideas and opinions. The childminder has a positive attitude towards diversity and provides resources and activities that help children develop an awareness of the wider community, their own and other cultures. Children have plenty of opportunities to be active and the childminder makes excellent use of her resources to provide varied and exciting activities such as exploring ice cubes, making and playing with jelly and bathing the dolls.

Children are well nourished as they have food and drink provided by their parents and the childminder has plenty of fresh fruit available to supplement their diet. They learn about positive hygiene practices as they learn to wash their hands before eating, which reduce the risk of cross-infection. They learn about being safe as the childminder teaches them about road safety, fire safety and how to care for their resources and their environment by encouraging them to tidy away their toys after play. The childminder has realistic expectations for children and helps them to understand simple house rules that develop their understanding of appropriate behaviour and working well with other people. This helps to develop their skills for their future and prepares them for attending other settings or starting school.

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	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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