

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431148
<b>Inspection date</b>	26/04/2012
<b>Inspector</b>	Karen Tyas
<b>Type of setting</b>	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 2011. She lives with her partner and four children aged nine, seven, four and two years of age, in the Gainsborough area, in the county of Lincolnshire. The home is within walking distance of local facilities including two local primary schools, shop, library and toddler groups. The ground floor of the property is used for childminding, which includes toilet facilities. There is an enclosed rear garden available for outdoor play. The family keep a pet dog, a cat, ducks and rabbits.

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 three children aged under eight years at any one time, one of whom may be in the early years age range. She is currently minding two children within the early years age group on a part-time and full-time basis. She also offers care to children aged over five to 11 years. The childminder holds a relevant childcare level 2 qualification and is a member of the National Childminding Association. She provides care all-year-round.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development because the childminder knows the children well and provides appropriate opportunities for parents and carers to be involved in their care and learning. This also ensures that children's individual needs are sensitively met. Children's learning is very well supported by the good range of toys and resources available to them. However, the childminder does not have robust systems to use observations and assessments effectively, when planning activities to fully promote children's progress towards the early learning goals. The childminder is beginning to evaluate the quality of her provision by identifying her strengths and weaknesses, although, these are in the early stages. She is improving her provision for the children through training and sourcing information through effective partnerships.

## What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities to plan relevant and motivating experiences to fully support children's progress
- develop knowledge and understanding of equality and diversity issues, in order to ensure that children understand they can expect others to treat their needs, views, cultures and beliefs with respect

- develop more robust systems for monitoring and evaluating the provision further, in order to maintain continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and protected in the setting because the childminder has a general knowledge and understanding of local safeguarding procedures. She is informed about child protection and has the appropriate contact details available should she be concerned about a child. Children are kept safe while in the childminder's care because she is vigilant and supervises them well. She conducts regular risk assessments, which cover all areas of the setting, including the garden. This means that children are well protected when using equipment and resources, such as the ride on toys and when participating in activities, for example, feeding the pet rabbits and gardening. Children are also further protected because the childminder keeps satisfactory records, including a visitors book, accident log and parental consent forms.

The childminder is beginning to develop an awareness of her strengths and also areas she wants to enhance. She continually looks for ways to improve her provision for children and sets herself appropriate targets. However, she does not currently use robust systems to monitor and evaluate the early years provision, in order to continue professional development and improvement.

Daily diaries and photographs of activities are used to inform and engage with parents. The childminder acts on any information given by parents and uses this insight to provide consistency of care. However, the childminder does not currently have a comprehensive understanding of cultural diversity and difference. She is aware of developing and maintaining links with other agencies and professionals, such as, nurseries, toy library, children's centres and speech and language specialists. This enables a cohesive approach to supporting children's welfare and learning. The childminder offers sensitive and nurturing support to children and her planning is flexible, so that she responds to the unique needs and interests of them.

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

Children enjoy being in this setting and are familiar and secure with the routines because the childminder meets their general needs well. Children move freely and safely around the setting because the childminder ensures that their environment is safe. For example, they are well aware of where they can go and know how to use toys and other resources safely. Children's good health is promoted effectively by the childminder. They readily wash their hands before a snack and after being in the garden because effective hand washing routines are well established. They learn to make good food choices because they are offered healthy options, such as, fruit, vegetables and crackers. Children get out in the fresh air on most days

and develop good physical skills as they walk, run and climb because they make use of a variety of resources. This includes dance groups and nature walks to test and challenge their skills.

Children make suitable progress towards the early learning goals because the childminder plans flexible activities around their interests and needs. However, individual observations, assessments and records are not always used sufficiently to inform planning and support progress for children's individual learning needs. Children learn to develop positive attitudes towards themselves through positive praise and have opportunities to make choices, such as choosing play activities. Additionally, the childminder provides for children's curiosity and challenge through a good selection of resources, such as, push button toys, puzzles, play kitchen and large trucks. Children develop effective language skills, as a result of sensitive support offered by the childminder. They enjoy opportunities to look at books, sing songs and talk about their interests. The children try out their early writing and drawing skills, for example, they like to use paints, corn flour gloop and crayons to make patterns. Two-year-old children can count ably up to 10 when prompted and confidently fill containers to transport water, in order to water the sunflower plants. The childminder promotes children's knowledge and understanding of the world appropriately through a variety of activities, such as exploring the locality and using the garden. This means that children are beginning to develop skills for the future. Children's behaviour is generally good within the setting. This is because the childminder offers clear consistent explanations and involves the children in making choices and decisions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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