

Inspection report for early years provision

Unique reference number	EY439927
Inspection date	18/05/2012
Inspector	Melanie Arnold
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 in Lincoln, Lincolnshire. Areas of the ground floor are used for childminding, with bathroom facilities located on the first floor. The premises are accessible by two steps and there is an enclosed garden available for outside play. The family has a guinea pig.

The childminder is registered to care for a maximum of five 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 two children attending within this age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The implementation of robust policies and procedures results in children's health and safety being maintained. Each child is fully respected and valued in line with their individual needs, backgrounds and beliefs because partnership working in the wider context is effective. Children enjoy participating in a generally good range of indoor and outdoor play experiences, which enables each child to achieve to their full potential. The childminder has developed her practice since registration and her planning for improvement and process of self-evaluation are effective. This results in positive outcomes for children being promoted in all areas.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to freely experiment with writing for themselves through making marks, personal writing symbols and conventional script
- develop further the process of using ongoing observational assessments to identify and plan for children's next steps for learning.

The effectiveness of leadership and management of the early years provision

The childminder is committed to providing children with a good standard of care and learning. She maintains a secure home and garden and uses clear policies and procedures to safeguard children and promote their welfare. For example, potential hazards are identified and minimised in all areas, including outings, through the childminder's robust risk assessment procedures. The childminder's constant supervision of children and her sound knowledge of child protection result

in children being protected from potential harm. By holding a current first aid certificate, children's health and safety is also maintained at all times. All required documents, policies and procedures are in place and completed with clear information. They are fully understood and implemented effectively to ensure children's needs are met and their welfare maintained.

Space and resources are well organised, creating a warm, welcoming and accessible home where children learn through play. The childminder works in partnership with parents and carers, gathering and exchanging clear information to ensure children's individual needs are met and their learning promoted from their unique starting points. This helps the childminder to value and promote the inclusion of all children. Parents and carers learn about their children's daily activities, routines and progress through detailed written and verbal communication. Links with other providers are in place, ensuring the constant exchange of information to promote continuity of care and learning for each child. The childminder effectively monitors her provision through a robust system of self-evaluation. This results in the identification of clear targets for future development, leading to continuous improvements being made.

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

Children are happy and they relate well to the childminder. Internal and external space is organised and used generally well. This creates a child-friendly environment where children thrive and make good progress towards the early learning goals. Children enjoy playing with a good range of developmentally appropriate toys and resources. They engage in an interesting range of hands-on learning experiences, delivered through indoor and outdoor play. Activities are adapted and planned in line with children's individual needs and interests, resulting in the inclusion of all children. Ongoing observational assessments are used to monitor children's progress, with the childminder beginning to link these to planning. Although the childminder identifies children's activity-based next steps for learning, she has yet to fully identify their developmental next steps to ensure children continue to make effective progress in all areas of learning. Children are provided with opportunities to develop their early writing skills; however, they are not always provided with independent access to a wide range of writing materials, to ensure their full experimentation when developing these skills.

Children with English as an additional language are fully integrated into the childminder's home. This is because the childminder speaks in Polish and English to children, resulting in all children feeling settled and confident in their surroundings. It also helps to develop children's communication skills as the childminder uses both languages during play experiences, ensuring each child fully understands and feels supported. For example, children learn to identify insects and minibeasts, with the childminder identifying the names of each bug in Polish and then English. This helps children to develop their home language, while also supporting and promoting their use of English. The activity is further extended as children then match the colours of the insects to the same coloured leaf. They have fun as they do this and then confidently count out the picture cards from one

to nine. Children have fun using a range of battery-operated toys and resources, promoting their interest in technology. When playing imaginatively with the play cooker, the childminder encourages children to be careful as the cooker may be hot. This helps children to learn about safety issues during their play.

Children remain healthy and safe through the childminder's clear systems. For example, good hygiene practices ensure the home remains clean, with children being excluded when they are suffering from a contagious illness to prevent the spread of infection. The home and garden are kept secure and the childminder follows effective outings procedures to ensure children's remain safe when they are away from her home. Children enjoy playing outside in the fresh air where they are encouraged to be active and develop their physical skills. Healthy eating is promoted, with the childminder providing both English and traditional Polish meals and snacks in line with children's dietary requirements. Through the provision of these nutritious foods, children are encouraged to make healthy lifestyle choices. The childminder plans to provide children with opportunities to plant and grow their own vegetables to further enhance their knowledge of healthy eating. Fresh drinking water remains accessible to children, ensuring they can freely get their own drinks when thirsty.

Children respond well to regular praise and encouragement, which promotes their self-esteem and good behaviour. They are encouraged to respect clear rules and boundaries, with the childminder helping children to learn the difference between right from wrong. Children are beginning to socialise with their peers, interacting and playing co-operatively together. They learn to value and respect the uniqueness of others because the childminder acts as a positive role model. Children's awareness of the wider world is further promoted through books, discussions and play. This helps to lay a secure foundation for children's continued learning and development.

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