

Inspection report for early years provision

Unique reference number 256550
Inspection date 13/11/2009
Inspector Sharon Waterfall

Type of setting Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2000. She lives with her husband and two sons in Tattershall, Lincolnshire. The whole of the house is used for childminding with the exception of the master bedroom, with the ground floor mainly used for childminding. There is a fully enclosed and easily accessible garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time and is currently minding three children within the early years foundation stage age group. She is also registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and has shops and pre-schools within walking distance of the family home.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by a caring childminder who is dedicated to supporting children's care and learning through her positive implementation of the Early Years Foundation Stage (EYFS). Strong relationships are in place with parents and other childcare providers to share relevant information about children's needs, consequently they make good progress in their learning. Her processes of self evaluation have led to effective adaptations and changes particularly within the observation and assessment systems that better enable her to plan inclusive activities for all children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every type of medicine from parents before any medication is given (Promoting good health) 30/11/2009

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

- match observations to the expectations of the early learning goals and involve parents in the process.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her legal duties and responsibilities with regards to child protection issues. She has completed recent training in the

identification of differing types of abuse and is aware of the correct reporting procedures for the local area. Therefore, children's welfare is safeguarded. Children are kept safe in their play as thorough risk assessments have been completed of the home, garden and all outings. These are reviewed regularly and in addition the childminder completes a daily check of the premises and records any issues that she has identified and minimised. The children are, therefore, confident and safe to access the well organised environment, choose their resources independently and play freely. Most required documentation is in place and well organised, shared with parents and easily accessible. However, the medication procedures lack specific information regarding each and every type of medicine that maybe administered, which is a requirement of the Early Years Foundation Stage framework.

The childminder provides a service that is inclusive for all children and their families. She is successful in working with parents and other childcare providers in sharing information that ensures children's needs are met. Any discrimination is challenged and activities ensure the children learn to respect each other, the people around them and other living creatures. The childminder values the opinions and roles of the parents and encourages them to share information about their child. When the children first commence in her care parents are asked to complete forms about children's routines, families and areas of development, which the childminder uses well to help children with the transition. She gains their views to support her self evaluation processes and has received very complimentary comments which state that the children are happy and settled easily into her care. They also praise her for her professionalism and communication with the children and themselves. Regular discussions are held regarding children's progress but this information is not currently being included within the observation and assessment processes.

The childminder strives for improvement in her practice by attending ongoing training and seeking advice from other childminders and development workers. She uses the EYFS framework to identify her strengths and is working on areas she needs to improve. This has mainly focused on the learning and development requirements and the childminder has changed and adapted her observation and assessment formats to better support children's development. She has sourced advice and guidance from local day care providers in planning activities using the information she has gained. The childminder manages her time effectively and is able to offer young children regular one to one time to enhance relationships and provide undivided attention.

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

The children benefit from a warm, caring, family environment which values their individuality and encourages their independence and self confidence. The childminder has begun to use tracker books to enable her to plan the next steps in children's individual learning, ensuring each child progresses at their own pace. Information from regular observations is effectively used to inform weekly planning through a good balance of adult and child led experiences. Currently the

information does not link to the expectations of the EYFS or to the specific criteria within the six areas of learning and, therefore, does not provide a clear evaluation of children's overall progress. The childminder plans a wide range of first hand experiences, using the immediate outdoor area and local environment extremely well to support children's learning. Children are making good progress towards the early learning goals.

Knowledge and understanding of the world is a strong element in the children's learning as the childminder uses the outdoor area and local environment in providing many first hand experiences. For example, the children have been involved with the planting and growing of many fruits and vegetables throughout the year. The children have learnt what the plants require to grow and have harvested, prepared and eaten their produce in their meals. They take part in nature walks, observing the changing environment and identifying different plants and trees using books and the childminder's knowledge. They then created their own mini gardens from leaves, twigs, stones and plants. These activities support children's creative development, literacy skills as they research information in books, knowledge of healthy lifestyles through exercise and good nutrition and their social interaction with other children and the environment.

Another strength is communication, language and literacy. The childminder talks to the children constantly about what they are doing and extends their communication skills by asking open questions. Many opportunities are provided for them to mark make using chalks, pencils, paint, crayons and creative activities. The children enjoy visiting the library and choose their own books, join in with stories and often help to research information on the internet. Children are keen learners and explore the environment and resources with interest, the childminder facilitates this by ensuring those that interest individual children are accessible when they attend. Simple activities support their problem solving skills, for example, a young child works out that the trains do not always attach and is able to turn them around so that the magnets attach. When looking for more trains to connect the child sorts them by only choosing those pieces with magnets on and discards the planes, cars and lorries that do not connect.

Children's understanding of the society in which they live is beginning to develop through discussions, stories and play resources, extending their awareness of different cultures, gender and abilities. They learn to respect and value other peoples needs and opinions as they share, take turns and listen during their play. Children's behaviour is very good and they are secure in the daily routines, helping to tidy away toys, wash their own hands and faces and put their shoes away in the correct place. These routines also support children's security and sense of belonging within the caring atmosphere and make them feel safe. Meals and snacks are nutritious, using the home grown produce has encouraged the children to try new vegetables. The childminder also challenges them to have five portions of fruit and vegetables a day, a challenge the children take with them to other childcare and education facilities and they report back when their expectations are not met.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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