

Inspection report for early years provision

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Inspection date	09/05/2011
Inspector	Yvonne Layton
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.

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Description of the childminding

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years range. Currently, there are six children on roll, of whom two are in the early years age range. All attend on a part-time basis. She lives with her husband and three adult children in a Tibshelf, Derbyshire. The whole of the ground floor except for the bedroom is used for childminding, as well as the bathroom and computer room on the first floor. There is a patio area for outside play. Access to the home is via steps on the front path and to the rear door. The family have a dog.

The childminder drives and walks to the local school and playgroup to take and collect children. She takes children on outings. The childminder holds an early years childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time with the childminder. They make good progress in their learning and development and overall their welfare is strongly supported. She has a good understanding of equality of opportunity and inclusive practice is carefully promoted, with children's needs effectively met. Links with parents and the liaison with other providers are effective. Extremely proactive reflection and evaluation of all aspects of her setting ensures that there are strong aspirations for developing the quality and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact and parental responsibility for each child (Safeguarding and promoting children's welfare).
- 27/05/2011

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

- devise a system to acknowledge the informal review of the risk assessment carried out for each type of outing.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding procedures. The childminder has a good knowledge of her responsibilities in protecting children. Most required policies, procedures and records are in place and carefully maintained. However, the required information about who has legal contact and parental responsibility for each child is not in place. Risk assessments of the home are in place. However, potentially, children's wellbeing is affected as, although the childminder is clearly able to demonstrate that she monitors risk prior to and when on outings, there is no formal system for risk assessment of outings. Security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. Established fire evacuation procedures ensure children are protected and include the use of fire safety stories. The childminder is very clear about her individual responsibilities and has clear procedures for visitors to the home. Children's health is supported soundly as she has established consistent hygiene procedures and routines. Equipment and resources are well maintained, clean and suitable for their use.

Children are helped to make good progress and their development is encouraged as the childminder is knowledgeable about implementing all aspects of the learning and development elements of the Early Years Foundation Stage. Individual assessment records contain children's progress information and clearly identify their next steps, all of which are linked to the areas of learning and outcomes for children. The childminder is clear about visiting all of the areas of learning.

Partnerships with parents are well established which help to create consistency between the home and the setting. They are provided with quality information about the care and education of their child. Each child has a personal file which includes information about their care, and parents are able to make their own comments. Parents complete a 'Happy Child' form, prior to starting at the childminders and ongoing, which highlights personal information. There is ongoing discussion about the care and learning of each child between the childminder and their parents. Inclusive practice is well promoted and all children are included in activities. The childminder is confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully. Close liaison with school enhances the care and learning of children.

Children's wellbeing is enriched as the childminder has completed all required training and additional training. She has childcare qualifications. The childminder is keen to continue ongoing training and she undertakes her own extensive research to develop both her own skills and her setting. The recommendation from the last inspection has been positively addressed. The childminder is extremely proactive in reflecting and evaluating all aspects and has strong aspirations of how she wishes to develop. Plans are focussed and appropriate. Consequently, the outcomes for the children are continually improved.

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

Children are happy and enjoy positive experiences with the childminder. Interactions are good and children benefit as the childminder is warm and caring with them. They enjoy purposeful play through a range of planned, focussed, spontaneous and child-led activities which ensures that they make good progress towards the early learning goals. The childminder has devised an activity book with pictures of activities that enable the children to self-select what they want to do. Activities are extended and adapted to follow children's ideas and interests. A child's interest in Africa resulted in an extended theme where they investigated the country using books, maps and a globe and they used their imagination using small world animals. Colour, letter, calculation and mark-making development are supported well within spontaneous, routine, child-led and focussed/themed activities. During a crispy bun baking activity, children count and work out how many pieces of fruit they need for their buns. The childminder encourages them to learn about healthy eating when making the buns as she highlights the importance of not eating too much chocolate.

Children learn about the world around them and diversity through discussions and activities relating to different people and cultures supported by books, resources and discussions. Their experience is enriched by varied outings supported by discussions about what they have seen and done, often extended by related creative activities. The childminder's interest in crystals is shared by the children. They explore her collection, research crystals in books and hunt crystals in the environment such as from gravel drives.

Creativity and exploration is promoted as all children enjoy access to a variety of art, craft and imaginative activities, such as role play and small world. They make dens in the house and on windy days they make kites to fly.

A love of music and books is promoted by spontaneous and planned story times and visits to the library. The childminder has a good range of story books that focus on family life and emotions. Singing, dancing and rhymes are part of every day routine.

Children's communication is enriched as the childminder uses lots of open questions and uses a wide range of vocabulary to encourage the children to express themselves. They have a strong sense of self-worth as they follow the childminder's behaviour boundaries based on respect and kindness. She is extremely alert to responding to children's individuality and different personalities. They learn respect for themselves and others as the childminder explains why some behaviour is not acceptable. The childminder is extremely keen to promote children's self-worth as she encourages them to consider their 'hopes for the future'. She makes sure she spends time each day with each child, encouraging them to share their feelings, events in their lives and any concerns they may have. The childminder is very skilled at knowing when to step back to allow children to explore and investigate for themselves and when to become involved in their activities. The childminder increases children's socialisation and social skills by

visiting children's groups. She is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group.

Children's health and safety is well promoted. The childminder has effective hygiene policies, procedures and consistent routines, including discussions and explanations about personal care. Children are enabled to learn about dental hygiene as they brush their teeth. Strong relationships with the childminder help children to feel safe and secure in their surroundings. They learn about safety very well. They appropriately learn about possible dangers and how to keep themselves safe through discussions, robust routines and activities. The childminder encourages them 'to be assertive and to gain an understanding of who they can trust and turn to for help'. Children keep fit as they visit local amenities and enjoy outside and indoor play in the home.

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	1

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	1
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	1
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	1
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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