

Inspection report for early years provision

Unique reference number	207317
Inspection date	03/12/2009
Inspector	Linda Gail Moore
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 has been registered since 1996. She lives with her husband and three adult children in a house in South Derbyshire. The whole of the ground floor is used for childminding along with a bedroom on the first floor. There is a fully enclosed garden available for outside play.

This provision is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The setting operates each weekday from 7.30 am to 6.00 pm all year round. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She currently has five children on roll, all of whom attend part-time. Three children are in the early years age group. The childminder takes and collects children from local schools and takes children to local parks and shops. She works with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands her role within the delivery of the Early Years Foundation Stage (EYFS) and meets the welfare requirements. She organises her home to provide a welcoming and inclusive environment where children can make sound progress in their learning and development. Comprehensive risk assessments are maintained to identify and minimise any safety issues and this means children can play safe and securely. Positive relationships are built with parents and information is exchanged on how the setting operates. The childminder has begun to monitor and evaluate the quality of the provision.

What steps need to be taken to improve provision further?

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

- establish observation and assessment systems for all children to ensure each make consistent progression towards the early learning goals
- develop effective communication between settings to ensure that children's learning and development needs are met and to secure continuity of experience for the child
- strengthen evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of the Local Safeguarding Children Board procedures and is aware of the signs and symptoms of child abuse. This helps to protect children from harm and neglect. All adults living on the premises

are known to Ofsted in order that their suitability can be checked. The childminder is knowledgeable about the welfare requirements, has the necessary documentation and understands how these are implemented. She organises her home and routine well to ensure all children receive a good level of attention to support their individual needs. Effective steps are taken to reduce the risk of cross-infection. The premises and equipment are very clean and there is good space for them to play comfortably and enjoy their day. Comprehensive risk assessments are completed for all areas of the premises and any outings undertaken to promote children's safety. Suitable safety equipment is fitted around the home and toys are well-maintained and safe for children to use. There is an emergency evacuation procedure in place and fire drills are practised regularly with children and recorded. Arrangements are in place should children become ill or have an accident and the childminder has completed an appropriate first aid course.

Good working relationships have been established with parents to ensure children are provided with individual routines and education. Records are well maintained and a comprehensive range of policies and procedures are in place and shared with parents. Information is exchanged on a daily basis, both verbally and in written form. Learning journeys are used to monitor children's development, these contain photographs of children at play along with observational notes, children's work and assessment charts. These identify what children are able to do and help the childminder plan for their next steps in learning. Parents are invited to view their child's record and share their views, this helps them to support their child's learning at home. However, learning journeys are not yet in place for all children, which means their progress is not consistently monitored. The childminder has formed positive links with other providers who deliver the Early Years Foundation Stage for children who attend. Useful information is shared in relation to how children have been at the setting, although insufficient information is shared about the learning aspects to ensure continuity and cohesion for each child. The childminder attends training sessions to update her knowledge and improve her practice. This has a positive impact on outcomes for children. She has begun to monitor and evaluate the provision, however, the system is not yet fully implemented to provide a clear focus for future development.

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

The childminder is caring and friendly and this helps children feel secure and valued. She understands how young children learn and develop and how to involve herself in their play to support and extend their learning. Consequently, children make good progress. Children participate in a range of stimulating play and are motivated to learn. Routines and activities allow children to learn self-help skills and become independent, they are able to choose and access toys for themselves or help to make snacks such as spreading butter on toast. They enjoy books and love having stories read to them, for instance, 'what's the time Maisie?' as the childminder and child look at the pictures together and talk about what they see. Children can experiment with mark-making, as they draw and crayon freely. The childminder sits with them to give support and encouragement. She shows good interest in what they say and do and uses effective questioning to encourage them

to think and share what they know. The child confidently describes what they have drawn and the childminder increases their learning by discussing the different colours, numbers and sizes in the picture.

Problem solving and numeracy skills are promoted during play, for instance, children build different sized towers with bricks and learn about measure as they use terms such as tall and short. They draw around their hands and feet and compare the different sizes. Children are encouraged to be creative and use their imagination. They can access a range of materials to design and model, making junk models with different sized boxes and glues. They enjoy using scissors, paints and collage materials to create pictures. One child showed an interest in butterflies and made their own book about the life cycle of the butterfly. Inside they produced brightly coloured pictures using paints and glitters to show the different stages from caterpillar to cocoon to butterfly. They skilfully cut around different shapes and are able to name them correctly, such as square and circle. Children's small muscle skills develop well as they learn to manage tools such as paintbrushes, scissors and knives.

Children learn about healthy lifestyles. They eat healthy meals and snacks that include fresh fruit and vegetables. Encouragement is given to try new foods and a certificate is given as a reward. They learn about personal hygiene as they wash their hands at appropriate times. Children learn how important it is to be fit and healthy. They have good opportunities to be physically active as they play in the rear garden, exercise indoors or visit the local park. They begin to understand how exercise affects the body, for instance, you get out of breath. Good support is given to help children behave well. They understand why certain behaviour is unacceptable and why it is important to be considerate to others. They are beginning to learn how to behave to keep themselves safe in the home and how to remain safe when out and about, such as how to cross the road safely. As they take part in walks to local parks they learn about the natural world. They are introduced to the wider world through activities and resources, this helps promote discussion about diversity and people's similarities and differences.

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
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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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