

Inspection report for early years provision

Unique reference number	207366
Inspection date	24/08/2009
Inspector	Lynn Masterman
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder registered in 1998. The family live in a small village near Chesterfield. The premises can be easily accessed and the whole of the ground floor of the premises is used for childminding. There is a fully enclosed out door play area to the rear of the premises. Care is offered Monday to Friday all year round.

The childminder is registered to care for a maximum of six children at any one time. There are twelve children on roll of which, four are under five years old. She also offers care to children over five years old. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a happy and secure environment. They are appropriately supported by the childminder and make acceptable progress towards the early learning goals. However, the children's observation and assessment records, and the information gathered from other care settings is not used collectively to plan for next stage in their individual learning. Most areas of children's welfare are appropriately supported through a range of suitable practises and play resources. However, the opportunity to develop their awareness of diversity, gender and disability is not sufficiently explored. The childminder is beginning identify her strengths and areas for improvement within the setting.

What steps need to be taken to improve provision further?

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

- make effective use of the planning and the children's assessment records to identify the next stage in their individual learning journey
- develop links with other care settings to ensure children's individual needs are met and there is continuity in their learning
- update the record of risk assement to include the name of the person who conducted the asesment and the planned date for review
- develop further resources to promote children's awarness of ethnicity, culture, religion, gender and disability.

The leadership and management of the early years provision

Children have access to a suitable range of play resources, which are clean, age appropriate and meet the required safety standards. They have the opportunity to make informed choices about their play and are able to self select from the resources available each day. The childminder has sufficient knowledge and

understanding of the stages of children's development. She is beginning to make use of this knowledge and the statutory framework to provide an acceptable range of activities, within the six areas of learning. However, this is in its infancy and the childminder is not yet able to fully demonstrate how planning, the children's observation and assessment records, and information gathered from other settings will be used to support the children's individual learning. Appropriate communication systems contribute to a warm and friendly relationship with parents. Relevant information is shared with parents about their children's individual care, learning and play. This helps parents to support their children's learning in the home environment.

A satisfactory range of policies and procedures contribute to the organisation of the setting. The childminder is beginning to make use of daily visual and written risk assessments to ensure the children's safety both inside and outside the premises. For example, the use of safety gates prevent children accessing areas unsupervised and all dangerous substances are stored out of reach. However, some risk assessments lack minor details, such as the name of the person who conducted the assessment and the planned date of review. The childminder has sound knowledge and understanding of the signs and symptoms of abuse and the necessary procedures to follow to ensure the safeguarding of children in her care. All persons living in the household who have regular contact with the children are suitable and vetted.

All recommendations made at the last inspection have appropriately addressed and implemented. The childminder is beginning to recognise the purpose of self-evaluation to identify her strengths and some areas for improvement.

The quality and standards of the early years provision

Children show a strong sense of belonging and are familiar with the daily routine. They confidently express their needs, such as expressing their wishes to play with a particular toy. This helps children to feel valued as their wishes are respected by a trusted adult. Babies are happy and content. The childminder soothingly strokes their hair as they snuggle up close to the childminder and welcome the close physical contact. The childminder knows the children well and recognises their individuality, such as specific cries, which indicate very young children need to take a rest or to be fed. Children are encouraged to be kind, share and respect the needs of others. The childminder talks to the children about the importance of everyone having the right to make choices, such as their peers choosing to play by themselves or not wishing to take part in some activities. They are beginning to develop an awareness of the wide world through discussion with the childminder and visits within the local community. However, resources to promote children's awareness of similarities and differences, in their everyday play is not fully explored.

Children have access to a suitable and varied range of activities. They are beginning to problem solve as they show curiosity as to why a mechanical game does not function appropriately. The childminder asks the children why they think the game is not working correctly. The children and the childminder use a

screwdriver to remove the lid and the replace the batteries. The children love to play a game where they use a net and catch butterflies. They show an awareness of colour as the name the different colours of the butterflies and count them respectively. Babies have the opportunity to explore and investigate through a variety of activity based toys. The childminder recognises their need to develop their physical skills. She places toys slightly out of reach to develop their crawling, reaching and stretching skills. They receive lots of praise for their achievements.

Children are beginning to be aware of their own safety as they know how to cross roads safely and routinely practise the fire evacuation procedure. For example, children know when they hear the smoke alarm they must go outside.

Documentation to support children's health, such as accident and medication records and a various number of parental permissions are in place. The childminder works in partnership with parents to ensure children have a balanced diet and their individual dietary needs are appropriately met. They regularly go for walks to the local park and have opportunities to explore the environment.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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