

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Helen Blackburn
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 1993. She lives with her husband and two adult children in the Eckington area of Derbyshire. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor and first floor of the childminder's home are used for childminding. There is a fully enclosed garden for outdoor play. The childminder has two rabbits and a dog as pets.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding six children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding six children in this age range.

The childminder takes and collects children from local schools and nurseries and goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and they access a good range of resources and activities to promote their learning. Children behave well and they have good opportunities to be independent and to learn about diversity and difference. Overall, the childminder maintains and implements a good range of documentation, policies and procedures to promote the safe management of the setting and children's learning. The childminder has good relationships with parents, children and other settings involved in children's learning. The childminder has good commitment towards her ongoing professional development and, overall, sufficient self-evaluation processes bring about improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment and ensure it clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation). 11/03/2011

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

- continue to develop self-evaluation and quality improvement processes as the

- basis of ongoing internal review
- improve the new approach to observation, planning and assessment to ensure they support children's progression towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities in ensuring she promotes and safeguards children's welfare. She keeps up-to-date with safeguarding training. This means she has a good understanding of possible signs of abuse or neglect and the procedures to follow regarding reporting concerns. This contributes to the childminder ensuring children's welfare is paramount. The childminder is aware that all adults living on the premises need to undergo appropriate checks and she supervises any visitors to the home. This contributes to her keeping children safe and protected from harm. The children are cared for in an environment that is safe and clean. The childminder supervises their play and she carries out regular safety checks and risk assessments. This contributes to her putting in place good measures to minimise accidents. However, the record she maintains of her risk assessments does not include all the relevant information, such as the date of review. This is a breach of a specific legal requirement. Overall, the childminder maintains a good range of documentation, policies and procedures, which contribute to promoting the safe management of the setting. For example, her policies include how she manages children's behaviour, equality and dealing with concerns. The children make safe and independent choices in their play as the childminder organises resources at child-height. Through good time management and building children's individual needs into the day, such as their sleep routines, the childminder promotes continuity for children.

The childminder has some quality improvement processes in place to help her monitor and evaluate her service and practice, especially around her training and development needs. She regularly explores ways she can improve outcomes for children by sharing good practice ideas with other professionals. However, she has not fully established her self-evaluation processes in regard to monitoring her service across all the welfare requirements. Through accessing a good range of training, the childminder demonstrates commitment towards her ongoing professional development. In addition, she has successfully addressed the recommendations made at her last inspection. This demonstrates her commitment towards promoting improvement. The childminder understands the importance of involving parents and children in her self-evaluation. She takes steps to promote this by encouraging parents and children to share their ideas through discussions.

Relationships between the childminder, parents and others involved in children's learning are good. They regularly share and exchange information through discussions, diaries or daily feedback sheets, depending on children's ages. This means the childminder knows the children well and contributes to her meeting their needs and promoting continuity. A varied range of written policies, procedures, discussions and notice boards provide parents with good quality information about the service children receive. The childminder understands the importance of involving parents in children's learning. For example, she talks to

them about children's achievements and progress. The childminder understands the necessity of working with other professionals or external agencies. This ensures children receive any additional support or help they may need to meet their individual needs.

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

The childminder has good arrangements in place for managing illness, infection and hygiene. For example, regular cleaning routines and good regard to food preparation minimise the risk of spreading infection. The children are developing a good understanding of why they need to adopt effective personal hygiene practices. For example, through everyday routines, such as hand washing, they learn about health, hygiene and germs. The childminder provides a varied range of nutritious snacks and meals and this contributes to children learning about making healthy choices. Through regular use of the garden, parks, walks and outings, the children have good opportunities to be active and access fresh air. This also promotes children's physical development, for example, when playing outdoors, children develop their running, climbing, jumping, catching and throwing skills. In addition, through activities such as drawing, completing jigsaws and manipulating dough and other malleable materials, children are developing good coordination and dexterity skills.

Overall, the childminder supports children in making good progress in their learning. She knows them well and is aware of their abilities, which means she provides activities to challenge their learning. She demonstrates an understanding of the principles of observation, planning and assessment. However, the childminder has explored a number of ways to monitor children's progress and she has recently made changes to the approach she uses. Therefore, her new systems are not yet sufficiently robust in ensuring they support children's ongoing progression. The childminder is actively involved in children's play, has good relationships with them and challenges their learning well. For example, she provides jigsaws with additional pieces so that children can attempt new challenges. Through utilising resources within her home and at groups children regularly attend, the childminder provides a good range of activities and experiences across all areas of learning. This results in the children having a positive and enthusiastic approach to their play. For example, children are creative and imaginative thinkers as they engage in role play and art and craft activities. In addition, they learn about simple mathematical concepts when completing puzzles as they learn to match the pieces by colour.

The childminder has good relationships with the children. She provides consistent routines which effectively incorporate their individual needs. This provides security for children and results in them feeling safe. The children are developing a good understanding of ways in which they can keep themselves safe. For instance, they talk about road safety on outings and take part in fire evacuation practices. The children behave well and they have good opportunities to socialise with other children through attending groups. This supports children in developing positive relationships with their peers. For example, through play, they learn about being

kind to others, sharing and taking turns. The children have good self-esteem and confidence as the childminder regularly praises their achievements. The children are developing a good understanding of diversity, difference and the world in which they live. For example, they access resources that provide positive images of all people in society. In addition, they enjoy activities that help them to learn about different festivals and traditions, such as, making dragon masks to celebrate Chinese New Year.

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	3
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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