

Inspection report for early years provision

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Inspection date	11/05/2011
Inspector	Sheena Gibson
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 registered in 1992. She lives with her husband in Belper, Derbyshire. There are two steps up to the front door of the house and also steps to the rear garden. The home is close to local shops, schools and parks. The childminder works alongside a co-childminder at the childminder's address. The co-childminder is also the childminder's daughter. The whole of the downstairs of the house is used for childminding, with toilet facilities on the first floor. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under the age of eight years. Currently there are five children under eight years on roll, of whom three are in the early years age group. When working with a co-childminder, they are registered to care for 11 children under eight years, five of whom may be in the early years age group. The childminder takes and collects children from local schools. 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.

Children's needs are effectively met because the childminder ensures that their individuality is respected. The childminder's knowledge and skills, alongside the supportive, homely environment, ensure that children make good progress. A wide range of documentation assists the childminder's practice, most of which is up-to-date and well-written. Partnerships with parents and other providers successfully promote children's welfare and learning. The childminder has suitable systems in place for evaluating her practice and takes positive steps to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve how records, policies and procedures are maintained to ensure that they always accurately reflect the provision
- develop further systems for self-evaluation to show that they are effective in identifying the strengths and weaknesses in practice.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder takes positive steps to keep them safe and secure. She is able to recognise the signs and symptoms that may indicate child abuse. There are appropriate procedures in place for her to follow if there is a serious concern. Children are protected from intruders to the premises

as the home is kept secure. Any visitors are asked to show identification and to sign the childminder's visitor book. All adults who live and/or work on the premises have had appropriate checks. Risk assessments are carried out and are thorough. They identify potential hazards to children indoors, outdoors and on outings, and are reviewed to ensure that risks to children are minimised.

The childminder works very well with her co-childminder. They have developed systems that ensure children are always well supervised and their individual needs are met. They each have a key group of children that they take responsibility for and all children are very comfortable with both childminders. Required records and documentation are in place and, on the whole, this supports the childminder's practice. However, a small amount is not fully effective as it lacks detail. For example, while children's daily attendance is clearly recorded it is not always done so on the day that they attend, which potentially leads to errors. The childminder takes positive steps to keep her knowledge up-to-date and improve her knowledge and skills through, for example, reading and sharing information with other childminders. She has not fully developed systems for ensuring that she is effectively identifying the strengths and weaknesses of her provision. However, she is reflective and regularly looks back at the week to see what went well. She undertakes training through, for example, attending workshops, and as an established child carer, she has a wealth of knowledge and experience.

The variety, organisation and presentation of resources capture children's interests and encourage them to choose toys to play with. For example, the role play area is well stocked with various props. The book area is comfortable and inviting with books organised so that they are easy for children to access. The outdoor play house is also resourced and children enjoy pretending to serve the childminder with ice creams. Toys are rotated to provide variety, and are age appropriate so that young children do not have access to small parts. The childminder promotes equality and diversity well. She has developed a written policy that ensures all parties are aware that she respects differences and does not accept discrimination. She helps children to value everyone through activities, such as celebrating alternative religions and cultures. She also has a good variety of toys that promote positive images of different people.

The childminder works well in partnership with parents and other people. For example, she has created strong links with the local pre-school. Parents are offered a wide range of information, both verbally and in writing. This is given to them in person and also displayed in the home. Parents receive details about how their child is developing and have regular discussions with the childminder. Children's craft displays, photographs and information about activities are also displayed to ensure that parents are fully involved with their child's care and learning.

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

Children make sound progress because the childminder has a good understanding about how to help them learn and develop. She communicates well with them,

talking to them while they are doing activities. When appropriate, she becomes involved with their play to extend and enhance their experiences. For example, children enjoy serving her pretend food and cups of tea. She uses this opportunity to talk about size and colour and to count with them. The environment is very conducive to children's learning. The spacious rooms have an abundance of resources. They are well-furnished and organised so that children can be independent and initiate their own play. Walls are awash with objects that demonstrate children's individuality and ideas, helping them to have a sense of belonging. The childminder sensitively observes children so that she is able to effectively plan activities to ensure that they continue to make good progress.

Children have fun and are very settled with the childminder. They enjoy a wide range of activities that support their developing skills. They enjoy being creative and, for example, making patterns and shapes as they print with textured bricks. Children make choices about what colour paint they would like to use. The childminder talks to them about how the amount of paint on the brick makes the pattern different. Children use their imagination as they use the large waffle blocks to make a train and track. Outdoors, their physical skills are promoted well. They use a range of resources, such as small cars, wheeled toys, bean bags and balls. They are capable with the wheeled toys and can direct a tricycle competently, negotiating around objects and people.

Children ask questions and listen respectfully to responses, supporting their communication skills. They talk with the childminder about changes in nature. For example, they discuss the lifecycle of a chicken, as one of the children's hens has chicks. The child's parent brought in photographs showing the progress from the egg to the chick. Children use various types of technology such as educational games, wheeled toys with electronic sounds and an electronic piano. Children thoroughly enjoy story time and concentrate well as they listen to a story about a caterpillar. The childminder encourages them to be involved with the story and they talk about how the caterpillar changes into a butterfly. They become involved at different points in the story answering questions such as 'how many apples'? They then count with the childminder.

Children are well behaved and, for example, wait patiently for their turn in a group game. Any minor disagreement is appropriately dealt with by the childminder, who gives them a gentle reminder about sharing and being kind. They demonstrate comfort and a feeling of security with the childminder. They are confident enough, for example, to say if they feel hungry and when young children are tired they go to the childminder for a cuddle. During a story they want to sit closely with her. During daily play activities they learn about keeping safe and also learn, for example, to safely cross the roads. The childminder has sound procedures in place for keeping children healthy and well. For example, the home is maintained in a clean condition, children have a balanced diet while in her care and they learn about the importance of good hygiene. A sick child policy is shared with parents and states that poorly children should not attend, reducing the risk of germs spreading.

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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