

Inspection report for early years provision

Unique reference number	207491
Inspection date	09/06/2010
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1998. She lives with her husband and two children aged 14 and 13 years in a house in Swadlincote, Derbyshire. There are shops, parks and schools within walking distance. All of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The premises are accessed via one step to the rear of the property. The setting operates each weekday from 7.30am until 5.00pm all year round. The childminder walks to local schools to take and collect children. She attends local toddler groups and takes children to the local park, library, soft play sessions and swimming. The family have a pet rabbit.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time. There are currently twelve children on roll, three of whom are within the early years age range. The childminder has completed a National Vocational Qualification in Child Care and Education Level 3. 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 childminder organises her home efficiently to provide a welcoming, inclusive and stimulating setting. She is knowledgeable about safeguarding issues and meets the majority of the welfare requirements which ensures children are safe and well protected. Positive relationships are built with parents and a good level of information is exchanged which means children's needs are met effectively. Planning and assessment systems are developing to monitor children's learning and ensure they make good progress. The childminder has begun to look at methods for self-evaluation and shows a suitable commitment to improving her practices.

What steps need to be taken to improve provision further?

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

- review and update the risk assessment to ensure that it covers anything with which a child may come into contact and includes any assessments of risks for outings to ensure children's safety and well being
- develop 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 full understanding of the Local Safeguarding Children Board's procedures. She is knowledgeable about the signs and symptoms of child abuse and is clear about how to proceed if there were any concerns. All adults living or working on the premises are known to Ofsted in order that their suitability can be checked. The childminder completes daily checks of the premises to ensure everywhere is safe for children to play. Suitable safety equipment is fitted where needed, such as smoke detectors and these are checked regularly to ensure they remain in good working order. A wide range of toys and equipment are available and these are kept in a good state of repair. The required written risk assessment is in place and this is reviewed regularly. However, it does not comply fully with requirements as it does not cover everything which a child may come into contact with, such as large outdoor equipment. It also fails to include a record of risk assessments for outings.

The premises are kept very clean and well maintained and rooms are organised effectively to provide good space and scope for children to explore and play. Effective steps are taken to reduce the risk of cross infection, such as providing individual colour coded hand towels and cups. Appropriate arrangements are in place should a child become ill or have an accident and the childminder has completed first aid training. Children are provided with healthy snacks and benefit from regular physical play and exercise. This contributes towards their good health and welfare. The childminder actively promotes equality and diversity and fosters an environment where all children are valued. She has formed strong working relationships with parents and established effective channels of communication. A good two way flow of information begins when children start and this continues throughout their time at the setting. Consequently the childminder is very knowledgeable about each child and is able to tailor her routine to provide individualised care and learning.

The childminder has studied to gain a qualification in childcare and education and attends other training events to update her knowledge and improve her practice. She is committed to developing her understanding of how young children learn and her role within this. She is presently developing her observation and assessment system, completing sensitive observations of children as they play in order to identify what they enjoy and can do. This is documented in individual learning journeys and is shared with parents. The childminder fosters good relationships with other settings, working collaboratively and successfully with other practitioners who deliver the early years foundation stage to children in her care. As a result children's needs are well planned for and this results in positive outcomes for them. 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

Children are happy and enjoy their time at the setting. They bond well with the childminder and are relaxed and confident in her company as she is warm, bubbly and caring. Each child receives a high level of attention and emotional support and this helps them to feel secure and valued. They take part in a range of activities where they can explore, experiment and become active learners. They are able to make choices about their play and this raises interest and motivates them to learn. Children's social skills are well promoted as they learn to play cooperatively together, to share and take turns. Language development is well supported as children are encouraged to express themselves, as they talk about their experiences and share what they know. They have daily opportunities to mark make and this helps to promote pencil control. They are able to use a pencil and hold it effectively to write their name, correctly forming most of the letters. Problem solving and numeracy skills are promoted through games. Children show good interest in number and are developing their understanding, such as putting together a giant floor number puzzle and naming each number. They use these new skills to work out the value of coins and enjoy helping to pay for items when visiting the shops or going to the zoo.

Children are encouraged to use their imagination and creativity. They design and model with a range of craft materials. Such as making animal masks with card, scissors and paints. They experiment and investigate whilst playing in sand and coloured water, using different containers and vessels to measure and learn about capacity. They play imaginatively during role play as they dress up in variety of costumes and re-enact familiar situations. Children develop their awareness of the wider world as they look through a range of fictional and factual books. They play games where they dress people in different multi-cultural costumes. This promotes discussion about peoples similarities and differences which helps children to value diversity. They learn about the natural world and are encouraged to care for their environment. They plant sunflower seeds and understand how water and sun are needed to help them grow. They learn why recycling is important and what can be recycled, helping to sort and take items to local recycling banks. Children learn and develop their confidence in how things work as they access a range of programmable toys and a laptop.

Children are encouraged to be active and healthy. They enjoy physical outdoor play and use a range of equipment to climb, balance and develop coordination skills. They engage in exercise routines in the home where they learn how to control their bodies as they balance and stretch. They begin to understand how exercise affects their body and has a positive impact on their health. Children learn about healthy eating and what foods are good for you. This is reinforced through fun activities such as fruit tasting. Their awareness of personal hygiene is well supported as they learn to wash their hands at appropriate times. Children feel safe in the setting and learn about issues relating to safety, such as how to stay safe whilst playing and how to behave. Consequently they are able to recognise some elements of potential danger and this contributes towards their safety.

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

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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 23/06/2010
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 23/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 23/06/2010
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints). 23/06/2010