

Inspection report for early years provision

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Inspection date	11/11/2009
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 1990. She lives with her husband in South Derbyshire. The whole of the ground floor and the first floor rear bedroom are used for childminding. The setting operates each weekday from 7.00 am to 6.00 pm all year round. There is a fully enclosed garden available for outside play. Minded children have supervised access to the family's pets, two cats and a dog.

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 11 children on roll, of which one child is in the early years age group. This provision is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 early years qualification and is a member of the National Childminding Association. She operates a collection and delivery service to local schools and nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a strong understanding of her role within the delivery of the Early Years Foundation Stage (EYFS) and meets the welfare requirements. The home is organised effectively to provide a welcoming, inclusive and stimulating setting. The childminder's comprehensive knowledge of safeguarding procedures ensure children are well protected. Robust risk assessments are in place to identify and minimise any risk of injury, this means children play and thrive in a safe and secure environment. Planning and assessment systems are in place to monitor children's learning and development and ensure they make good progress. The childminder has completed a detailed self-evaluation and is committed to the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- improve the two way flow of information with parents to promote a shared understanding of children's needs and involve parents in practical ways to support their children's learning and development
- develop further the systems for sharing information with other settings that children attend, to ensure continuity and progression in their learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder fully understands the Local Safeguarding Children Board's procedures. She has an excellent awareness of the

signs and symptoms of child abuse and is clear 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. Comprehensive risk assessments are completed for all areas of the premises and every outing to promote children's safety. These are reviewed regularly to ensure they remain valid and consistent. Highly effective safety measures are in place with regard to the premises. An emergency evacuation plan is in place which is practised with the children and recorded, helping to raise children's awareness of safety. The premises are clean and well maintained and space is organised well to provide adequate room and scope for children to explore and play. There are designated areas for children to hang their coats and put their shoes and their art work is displayed, this gives value to their achievement. Suitable safety equipment is fitted around the home and toys are suitable and safe for children to use.

Documentation and records are well-organised and a comprehensive range of policies and procedures are available and shared with parents. Suitable arrangements are in place should children become ill or have an accident and the childminder has completed an appropriate first aid course. Effective steps are taken to reduce the risk of cross infection, such as providing separate hand towels. Healthy meals and snacks are provided and children participate in regular physical play sessions. These measures contribute towards children's good health and welfare. The childminder has an excellent understanding of children's individual needs and provides an inclusive environment for all who attend. Children can initiate their own play and make choices about what they do, as toys and resources are freely available. Good working relationships have been established with parents to ensure children are provided with individual routines and education. When children start the childminder ensures she is well-informed about their care needs and development in order to establish a 'starting point' from which to plan. Information is shared on a daily basis, both verbally and in the form of a written diary. Tracker books are used to detail children's learning and development. Observations are completed to identify what children can do and what their next steps will be. Parents can ask to access their child's 'learning journey' at any time. Greater encouragement for parents to view this information would extend their understanding of their child's learning and how they can contribute towards this within the home.

The childminder has developed positive relationships with other providers who deliver the Early Years Foundation Stage for children who attend. However, systems are not fully developed for sharing information about the learning aspects to ensure continuity and cohesion for each child. The childminder is dedicated to her professional development and attends training sessions and workshops to update her knowledge and improve her practice. This contributes towards some outstanding outcomes for children. A detailed self-evaluation is in place to monitor and evaluate the provision. This clearly identifies and reflects where practice is highly effective in some areas and ensures the childminder maintains a clear focus for future improvement.

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

Children make good progress in their learning and development. The childminder interacts very well with them, she is warm and caring and this helps them to feel secure and valued. She organises the environment effectively so that children can access toys and resources independently, which contributes to their sense of belonging and self-esteem. The childminder knows how young children learn and develop and understands how to involve herself in their play to support and extend this learning. Activity plans show a stimulating range of activities are provided that take into account children's interests and choices. As a result, they are motivated to learn and enjoy themselves. Children develop an effective awareness of personal hygiene as they learn to follow good hygiene procedures such as washing their hands before eating and after using the bathroom. Activities are used to promote this learning, such as children designing and creating their own hand washing posters for the bathroom. All children use individual hand towels which helps prevent any cross infection.

Children develop good social skills as they learn to play cooperatively together, to share and take turns. All children sit around the table together at mealtimes and these are friendly sociable occasions. They enjoy making their own pizzas with a variety of healthy toppings. They talk about healthy eating and learn what foods are good for you and why. As children participate they show real consideration as they help one another and show courtesy and good manners. Children regularly read and enjoy books with the childminder. She sits with them and gives support as they learn to read their flashcards. Children learn to recognise their name, and write the initial letter using different mediums such as pencils, crayons, and chalk. They even practice this when baking, using their fingers to form a letter in the flour. Daily activities and discussion are used to help promote problem solving and numeracy skills. For instance, they learn about shape, space and measure as they complete jigsaw puzzles. They can recognise and name different shapes such as a square and triangle and count how many straight sides and corners are on each one. Children design and create their own artwork with paints and glue. They enjoy making play dough together, as they explore the changing texture using their touch and visual senses. A range of musical instruments are provided to enable children to experiment with different sounds and rhythms.

Children engage in physical activity as they play in the childminder's garden or visit local parks. They can access a variety of equipment where they learn to climb, balance and negotiate space. They are beginning to understand how exercise affects their body and has a positive impact on their health. They practise how to use and control scissors, and display good concentration as they learn how to cut out shapes with straight edges and then move onto shapes with curved edges. Children develop their awareness of the wider world, they learn about Chinese New Year and enjoy making dragon masks and trying different Chinese foods. They gain a sense of the natural world when they plant and grow bedding plants and runner beans, and learn how they need sun and water to help them grow. They begin to learn some scientific concepts, for instance, when making crispie cakes they see how chocolate is solid when cold and melts when hot. They reason

why this happens and are able to give other examples of things that melt. 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. They are read stories that contain messages about safety and talk about safety during activities. Consequently they are able to recognise some elements of potential danger and this contributes highly 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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