

Inspection report for early years provision

Unique reference number	208047
Inspection date	16/03/2012
Inspector	Justine Ellaway

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 was registered in 1995. She lives with her husband and two children aged 14 and 18 years in Alfreton, Derbyshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two cats and a dog.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works with an assistant. The childminder is registered to care for a maximum of six children at any one time. There are currently eight children on roll, four of whom are within the early years age range. The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder provides support for children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as most systems are well established to support this. All of the required information is gathered to promote children's welfare. Useful information is shared with parents and carers to meet children's individual needs. The childminder is developing systems with other settings that children attend. Self-evaluation is suitably focused on different areas of practice to benefit outcomes for children.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- develop effective communication methods between settings to ensure children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has undertaken a varied range of training courses since the last inspection to develop her knowledge and skills. This includes training in safeguarding and as a result the childminder has a sound understanding of this. She is aware of possible signs and indicators and the procedure to follow in the event of any concerns. The premises are safe for children to play. The childminder is constantly evaluating the safety of the premises and making changes. For example, she has fitted a temporary fence to divide the garden whilst the grass is

wet and slippery. All adults living or working on the premises are known to the regulator to enable appropriate checks to be undertaken.

Space is well organised to meet the needs of children who attend. The dining room is set up as a bright and attractive space for when children arrive. Good consideration is given to the resources and a suitable selection is laid out, with others available for children to self-select. For example, the people and furniture for the playhouse are set up by the children so they make decisions about what goes where. Children have access to a suitable range of toys and resources that support their understanding of others, for example, a range of books that reflect different homes, people and beliefs. The childminder makes good use of her assistants to assist with pick up and drop offs so that children are not unnecessarily interrupted from their routines.

The childminder shares a useful folder of information with parents when their child first starts at the setting. This includes her policies and procedures. She provides a written record of what younger children have been doing during the day such as sleep times, food intake and nappy changes. She provides verbal feedback for parents and carers of older children. This promotes consistency of care. The childminder gives parents the opportunity to look at their child's development file at any time. She shares some information with other settings that children attend, to ensure their welfare needs are met. She has not yet developed this system sufficiently to share specific information about children's learning and development.

The childminder's approach to self-evaluation is to continually reflect on her practice and make relevant changes. For example, she recently expanded her range of toys and resources for her older children to ensure there are a variety of things for them to play with. As well as attending training, she regularly meets with other childminders to share good practice. She will trial any ideas she gathers from these meetings that she thinks will benefit the children she cares for. Her areas for improvement are relevant and encompass different aspects of her practice.

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

Children are well settled and comfortable with the childminder and her assistants. The childminder is enthusiastic and passionate about her role and working with children. This translates to effective interaction where the childminder joins in with children's play and shows an interest in what they do. The childminder explains the routines and what she is doing, which supports children's understanding of the expectations as well as their understanding of things such as good hygiene routines. Children help to tidy the table for snack and then choose which fruit they are having from the poster displayed on the fridge. They clean their hands at appropriate times.

Children play well together and share care and consideration for each other and the environment. They help to tidy away the toys with little prompt. The

childminder employs suitable methods to manage children's behaviour. Children use their imagination as they play with the small world toys and engage in pretend play. They pretend they are making drinks for everyone. Children's language skills are well supported as the childminder chats during play and encourages them to extend their vocabulary. They learn to count by rote and recognise colours of the toys they are playing with. The childminder involves the children in planting and growing fruit and vegetables to extend their knowledge and understanding of the world.

Children develop their physical skills as they go to the park or play in the garden. Younger children are encouraged to sit and reach for the toys and resources. Children learn about safety as they practise the evacuation procedure. The childminder talks to them about road safety and stranger danger when they are out and about.

The childminder plans a variety of activities across the week to provide interest. Children have opportunities to attend one of the stay and play sessions the childminder goes to, where they can develop their social skills. They also go to the local library. The childminder is effective at linking to children's interests or next stage of development when she is planning activities. For example, when supporting a child who is learning how to put their shoes on, the childminder provides different fastenings on play shoes as the child shows an interest in this. The childminder has implemented a system to observe children's progress and identify what they can do. She has recently developed this to include both short and long observations. The system is not however fully developed, so that the childminder can quickly identify which stage of development the child is at for each of the aspects of the areas of learning.

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	2
The effectiveness of partnerships	3
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:

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:

- improve the 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) 30/03/2012
- improve the 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). 30/03/2012

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, Procedures for dealing with complaints). 30/03/2012