

Inspection report for early years provision

Unique reference number	208125
Inspection date	09/04/2009
Inspector	Yvonne Layton
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2000 and lives with her family in Chesterfield, Derbyshire. The children have access to all of the ground floor of the property and there is an enclosed garden available for outside play. Access to the home is via a small step to the front door. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of five children under eight years at any one time. Currently she is minding five children, two of whom are in the early years age group. The childminder walks and drives to take children to and from school, children's groups and on outings.

Overall effectiveness of the early years provision

Overall the provision is good. Children within the Early Years Foundation Stage (EYFS) enjoy a happy, welcoming environment in which their welfare and learning is successfully promoted. However, there are some aspects of the childminder's knowledge and documentation that require attention. Inclusive practice is promoted for all children in the setting and effective links with parents and other settings help ensure consistency in care and education. The childminder continues to renew training therefore continuous improvement is appropriately promoted.

What steps need to be taken to improve provision further?

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

- maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children by reviewing documentation to ensure it contains information relevant to the EYFS framework, including ensuring the written permission for the administration of non-prescribed medicine includes the health reasons for doing so
- update knowledge to ensure an effective safeguarding children policy and procedure is implemented. This must include the procedure to be followed in the event of an allegation being made against the childminder or anyone living on the premises
- support children's experiences by linking and extending activities to build on specific areas of children's learning.

The leadership and management of the early years provision

Children are cared for by a childminder who is knowledgeable of the Early Years Foundation Stage (EYFS) and conversant in implementing all aspects of the learning and development elements of the EYFS. She provides a welcoming and child-focused environment. Areas of learning are met through a range of planned, themed, free-choice and child-led activities. However, some opportunities for

children to learn are not used to their full potential as the childminder does not always link or extend the activities. The children are enabled to use their own initiative to explore and experiment in their play as the childminder positively seeks and responds to children's opinions and request for activities. Open-ended questions are consistently used to encourage and extend their learning. The childminder completes individual written observations which identify the children's progress, achievements and their next steps. The childminder reflects on her practice and the capacity to make ongoing improvement is appropriate as she is committed to renewing training. The recommendation from the last inspection has been met.

Partnerships with parents are well-established and ensure each child's needs are met which helps to create consistency between home and the setting. They are provided with quality information about the care and education of their child. This is enhanced by individual discussions and shared plans to work on specific issues for children. The childminder has started to establish links with other providers to ensure consistency in individual children's care and development. Children are protected as all required records, policies and procedures are in place. However, although individual medication consent is in place identified health reasons for the administration of non-prescribed medicines is omitted and some policies require updating to match the EYFS framework. Children's welfare is protected as the childminder has a clear understanding of her responsibility. However, her knowledge of the current safeguarding children procedures, including the procedure to be followed in the event of an allegation being made against her or anyone living at the home, requires updating.

The quality and standards of the early years provision

The childminder is keen to provide children with a positive experience and a sound base to support their learning. They are happy in the setting. Interactions are good. Children enjoy purposeful play through a range of planned, unplanned and child-led activities which ensures that they make good progress towards the early learning goals. Daily routine, learning through play and outings to local amenities are used to promote their learning. All areas of learning are covered. Areas of learning are met and children's imagination is enhanced as they develop their own games, supported by the childminder. For example, supported by relevant resources and a large blanket they care for their 'babies' feeding them and putting them in a bed for a sleep. This develops into a 'hospital' with doctors and nurses and a cabin. Also, outings to museums, farm and country parks, the library and activity centres are used to develop children's learning about their world. However, currently the childminder does not always use or extend these experiences to expand children's learning to their full potential.

Children's creativity is fully promoted through a range of planned and free-choice activities. Mark-making, art and craft resources are readily available. Their skills are enhanced through access to word searches and themed activity books. Celebrations are enjoyed as the childminder offers a range of creative projects and events. For example, at Easter children are able to choose to make a nest with eggs, paint wooden eggs and animals. Other craft projects throughout the year

include making fridge magnets, masks, candle holders, trinket boxes and clay pots. Themes including the seasons, animals and 'All about me', where children also investigate their homes and families, enhance their experiences. Children create and use their own ideas throughout when completing the projects. They are supported in their learning as games and table top activities are used for focussed, observed, activities such as 'fuzzy felts' and matching games are used for shape recognition. A children's display of a hot air balloon and routine walks are used to identify colour. Children are actively involved in learning about food as they undertake activities such as baking, food tasting and talking about food. Daily outings and activities enhance children's physical skills as they enjoy visits to activity centre and children's groups. All children are included and the childminder works with them to enhance their social skills both within groups and individually. For example, they are encouraged to tidy away activities and help with appropriate jobs. Children have a sense of self-worth as they follow the childminder's behaviour boundaries. They learn respect for themselves and others as the childminder seeks explanations for poor behaviour and encourages them to consider why certain behaviour is not acceptable. She is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing good sense of self and belonging to a wider family group.

Children's health and safety is well-promoted. The childminder has effective hygiene policies, procedures and routines, including discussions with the children about personal care. Children enjoy a nutritious diet as the childminder provides a varied menu. They are protected and their welfare supported as the childminder has established safety routines and equipment to protect them both in the home and outside. Children are learning about personal safety as when walking to and from school and on outings the childminder is vigilant and maintains consistent road safety routines. They are protected in an emergency situation as fire evacuation procedures and regular evacuation drills are practised.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints that required the provider to take any action since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.