

Inspection report for early years provision

Unique reference number	225123
Inspection date	04/11/2011
Inspector	Karen Cooper
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1993. She lives with her husband and adult child in Kegworth, Derbyshire. The whole of the ground floor and the bathroom on the first floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family has three cats.

The childminder is registered to care for a maximum of six children under 8 at any one time and is currently minding 15 children, all of the children attend on a part-time basis including before and after school care. Of these six are within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder attends the local toddler group and is able to take and collect children from the local school. She is a member of the National Childminding Association and the local childminding group. She holds a National Vocational Qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and demonstrate a strong sense of belonging within the security of the childminder's home. Children are valued and respected as individuals and good relationships are in place between the childminder and children. The childminder is fully aware of the value of working with other professionals to help provide consistency of care for children. Documentation is maintained appropriately and shared with parents. Current systems for observation and assessment are not fully effective but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further, the processes for undertaking sensitive observational assessments in order to plan to meet children's individual needs and next steps.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder demonstrates a good knowledge of child protection procedures and affords safety a high priority. She has a clear safeguarding policy that she shares with parents which supports her practice. The childminder is vigilant about all safety issues which mean that

children are safe and secure in her care. Potential risks to children are effectively identified and minimised through a combination of visual daily checks and written risk assessments. Good emphasis is placed on ensuring that children fully understand the importance of these in keeping them safe, particularly around the outdoor environment which includes a swimming pool and pond. All adults in the household have been suitably vetted to ensure children's safety is fully protected. Documentation is well organised and stored appropriately to ensure confidentiality is maintained.

Children thrive because the homely and welcoming environment that the childminder provides helps them to settle and feel confident. Children's freedom of choice is supported because resources are plentiful and a good selection is easily accessible to them. Children have plenty of room to play and rest and the childminder effectively utilises the space available. The childminder demonstrates how passionate she is to provide the best possible care for the children and their families. She is committed to continuous improvement and has attended several workshops to update her knowledge and skills including first aid, Early Years Foundation Stage and Epi-pen training. The childminder regularly reflects on the service that she provides and has completed the Ofsted self-evaluation form to help identify the setting's strengths and areas for improvement. Recommendations raised at the last inspection have been fully addressed and result in improved outcomes for children.

Children's individual needs are known and met because the childminder recognises the value of working in partnership with parents and others. She has formed good relationships with parents and regularly talks to them about their children's welfare and development. Parents and carers speak favourably of the homely environment which helps them to feel confident in the care offered to their children. Letters from parents, shown at inspection, include lots of positive comments about the childminder and the service that she provides. For example, they praise her care and commitment and the home-from-home service that she provides and they feel consulted and well informed. A full range of policies and procedures is readily available for parents. Parents have access to their children's learning journals and information is shared informally through ongoing dialogue and details posted on the notice board. The childminder works in close partnership with other early years professionals. She has forged positive links with other childminders and settings that some of the children attend to help provide consistency of care. She has set up discussions with the children's key worker to share what she knows about the children's interest, achievements and learning. This ensures the children's individual needs are well met.

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

Children are interested in their play and enjoy their time with the childminder. They form good relationships with their peers and play well together. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive praise, support and encouragement. The childminder

manages children's behaviour well, so that they understand what is acceptable and how their behaviour affects others. This helps build children's self-esteem. The childminder plans a variety of stimulating activities ensuring there is a good balance between child-initiated and adult-led activities. She observes the children as they play and records what they can do. However, the information gained from observational assessments is not sufficiently used to help plan the next steps in children's learning. Although through her self-evaluation, the childminder has identified this as an area for further improvement. Photographs and samples of children's work are attractively presented in individual folders which are made available for parents and children to view.

Children are happy and settled and play together harmoniously. Through effective organisation of resources and time, children have independent access to all activities and can make choices and decisions about their play. Children willingly take turns, share and respond positively to requests from the childminder to help tidy away the toys, which gives them a sense of responsibility. Children's mark-making skills are fostered with a variety of materials available on a daily basis. For example, children use paintbrushes, pencils, crayons and chalks, and draw in foam with their fingers. They enjoy listening to stories and can confidently tell you who is hiding under the flaps on each page. The childminder regularly visits the local library to enhance the selection available to children, and regular opportunities are provided for the children to listen to stories told by the librarian. Children's simple mathematical development is encouraged on a daily basis. They are encouraged to recognise numbers on flash cards, compare, sort and calculate as they use jigsaw puzzles and construction toys and press buttons on the cash register and telephones. Plenty of opportunities are provided for children to develop their creative skills, such as painting, printing, collage and cooking. Children enjoy being active and have access to a good range of outdoor equipment to help develop their physical skills. Children are gaining a good understanding of the world they live in through their play. They have planted seeds and watched them grow and are learning to respect each other and have access to a variety of resources that promote positive images of diversity, including books, dolls and figures. Children also benefit from activities outside the childminder's home. They frequently go for walks around the local community and attend the local park, toddler and childminding group where they are provided with plenty of opportunities to socialise with their peers.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. They are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and the childminder is trained in administering first aid. Children are actively learning about the benefits of a healthy lifestyle. Although most parents provide food for the children the childminder promotes healthy eating through general play and routine discussions at mealtimes. Drinks are readily available and snacks include plenty of fresh fruit. The childminder is fully aware of each child's individual dietary needs and ensures these are met.

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	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
--	---

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

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
---	-----

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