

Inspection report for early years provision

Unique reference number	EY225495
Inspection date	05/09/2011
Inspector	Ann Keen
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 registered in 2002. She lives with her partner in a house on a residential cul-de-sac in a town in south east Derbyshire. The childminder's sister is listed as a childminding assistant. Children use all of the ground floor of the childminder's house, with access to the first floor bathroom. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time when working alone, three of whom may be in the early years age range, including one under one year. When working with an assistant she may care for a maximum of nine children under eight at any one time, six of whom may be in early years age range, including two under one year. There are currently nine children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment with a good range of activities. Children are happy in her care and she treats them all with equal concern and ensures that their individual needs are well met. Children make good progress in their development, although the childminder does not always focus sufficiently clearly on the next steps in their learning. She is still developing her own knowledge of the Early Years Foundation Stage. The childminder demonstrates good capacity for continuous improvement through identifying the strengths and weaknesses of her provision to improve the experiences for children.

What steps need to be taken to improve provision further?

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

- further develop knowledge and understanding of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The children are safeguarded well by the childminder, who is able to implement effective safeguarding procedures. She has a clear knowledge of her responsibilities with regard to conditions of registration and how to meet the welfare requirements within the Early Years Foundation Stage. All adults who have contact with the children have undergone suitable checks. All necessary records are in place, such as recording hours of attendance, medication, accidents and existing injuries, and obtaining parental consents. This ensures children are protected. Space and resources are organised well and the childminder constantly

checks the environment and resources to ensure children are safe at all times. In addition, written risk assessments are completed to ensure children's safety. All policies and procedures are in place and available for parents to view, helping to safeguard children's welfare.

Children are provided with a good selection of clean toys and resources, which are at a low level so they are accessible. Children delight in activities, such as sticking a variety of materials, and they are supported well by the childminder to use the resources effectively. These include a good selection of play equipment that reflects positive images of other cultures, helping to raise children's awareness of diversity. Children have access to an outdoor play space so they have good opportunities for fresh air and exercise, which positively impacts on their enjoyment and health. They can use wheeled toys and the trampoline, for example, so that they can develop their muscles and coordination.

The childminder recognises the importance of evaluating her provision and recommendations raised at last inspection have been addressed. The childminder is aware of areas which need developing, such as her own knowledge and understanding of the learning and development section of the Early Years Foundation Stage to support children's learning. She discusses practice with the local authority support worker. She belongs to a childminding group, ensuring she talks to other childminders to share good practice. This helps to improve her provision for the benefit of the children.

The childminder fosters a good partnership with parents, which enables both parties to collaborate in meeting the children's individual care and learning needs. During daily discussions with the childminder, parents share their knowledge of their children and she uses this verbal information to meet the needs of each child. The childminder values each child and works closely with parents to ensure that their wishes are met. The childminder understands the importance of building links with other providers delivering the Early Years Foundation Stage, which she does when appropriate. Consequently, consistency of care and learning is established. The childminder shows a good commitment to ongoing professional development. She has attended a good range of courses, such as equal opportunities and additional needs, ensuring that she is well informed and able to promote equality for all children.

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

Children settle quickly at the childminder's house and willingly take part in activities. The childminder is friendly and has a 'fun' attitude to working with the children, which they respond to with enthusiasm. They are confident to approach her for help as they can be assured of a warm and caring response. There are no children on roll at present with special educational needs and/or disabilities, although the childminder provides for all children when necessary.

Children are provided with a good range of play activities and experiences that help to support their development. The childminder has introduced suitable

systems of observation and assessment to help her monitor children's progress and support their development. However, these do not always ensure that she is focusing sufficiently clearly on each small step of children's learning. The childminder manages children's behaviour well, for example, she makes effective use of distraction with toys to keep children suitably occupied. This ensures that they are helped to learn appropriate behaviour.

Children are able to move around and explore their environment safely and children's independence is always effectively promoted. Children's communication and language is suitably supported as the childminder gets involved in their play and conversation. At the table she chats to them while they are creating aliens and faces on paper plates, for example. Children have access to play equipment and resources to introduce them to number and counting, which children can do spontaneously by counting pictures on the wall. Children's knowledge and understanding of the world is fostered through a range of activities. They are taken on a variety of outings, such as visits to local parks, a toddler group and the seaside. This allows them to experience the wider world. It also enables them to use large play equipment, which helps to support their physical development. Children enjoy using the microphone to make announcements and the role play till proves popular to swipe cards and make purchases as they experience the 'real' world of work. They have access to creative play through planned and spontaneous activities. Children enjoy making a 'football stadium' from wooden blocks, for example.

Children are learning to understand the importance of healthy lifestyles for the benefit of their future health. They enjoy healthy snacks and make choices about their own eating habits. The childminder liaises with parents about children's eating habits and any dietary requirements, supporting their individual needs. The childminder follows appropriate nappy changing procedures and hand washing routines to minimise the spread of infection. Children are supported well in learning to keep themselves safe due to the childminder's gentle reminders and guidance. Children feel relaxed, happy and safe in the childminder's care so they are receptive to new learning and ideas. Children are being helped to live as a group through sharing resources and helping each other.

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
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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:	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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