

Inspection report for early years provision

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Inspection date	11/03/2010
Inspector	Debra Elizabeth Jean Dahlstrom
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 2005. She lives with her husband and two teenage children in New Mills, High Peak, Derbyshire. There are local amenities within walking distance, such as a school, a park and shops.

The whole of the house is used for childminding with toilet facilities easily accessible. There is a fully enclosed garden for outdoor play. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for no more than six children under eight years of age. There are currently four children on roll, all of whom are on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic in her commitment to meet the unique needs of each child in her care. Each one makes good progress in their development as the childminder provides for their individual needs. The childminder has undertaken a number of training courses since her last inspection in order to develop her learning and so improve her practice to benefit children. As part of a strong and established childminding group she shares her experiences and expertise with others. However, she is less practised in reflecting upon her work and in order to prioritise areas of development.

What steps need to be taken to improve provision further?

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

- make fuller use of self-evaluation systems to build upon strengths and to identify areas for improvement
- continue to build upon existing good practice to develop periodical summary assessments of each child's achievements and so share more effectively with others involved in the children's care

The effectiveness of leadership and management of the early years provision

The childminder is vigilant and protects children well as she ensures she keeps up to date with safeguarding procedures. She ensures all adults in the household or those who visit the home regularly undertake Criminal Records Bureau checks through Ofsted. The childminder carries out risk assessments and fire evacuations as part of the daily routines as she helps children to learn about safety. She maintains accurate records to keep children safe, for example, attendance registers, parental consents and medicine and accidents are accurately documented. The home and garden are kept clean and safe, with robust hygiene

procedures in place as the childminder uses her training in food hygiene in order to inform her practice.

Having made significant improvements to practice since her last inspection, the childminder has successfully met the recommendations raised at the last inspection visit and also undertaken a number of training courses. In doing so, the childminder has made changes to her environment, increased her range of resources and knowledge of the Early Years Foundation Stage to improve her service for children. She works closely with other childminders to look at practice and ways of developing what she does; however, this is not undertaken in any systematic way.

Children make good use of the varied quality equipment available to them as the childminder creates a bright and welcoming environment both indoors and outside. Although space for storage is at a premium, the childminder ensures equipment is rotated so children can access their favourite activities and play materials independently.

Parent consents and children's details are in place with information about each child's interests and needs obtained at the start of placement. Parents have access to children's records and their child's progress and development is discussed regularly. There are established systems in place for observing and assessing children since the introduction of the Early Years Foundation Stage framework; these are constantly evolving to improve practice. Links with other providers, such as the local pre-school, are strong in order to assist children in their transitions to provide for their continued learning journey.

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

The childminder is motivated in providing quality service to children and their families. She is secure in her understanding of the Early Years Foundation Stage. Observations and assessments of each child are documented and are used to focus upon helping children to take the appropriate next steps in their learning. However, this is not always clear as the childminder continues to look at ways of developing this process in order to make the information more accessible to parents and others. For example, periodical summaries of children's development are not used as a means of sharing information in order to be fully effective.

Children make good progress in relation to their capabilities and interests as the inclusive environment enables them to be active and creative learners. Children's personal, social and emotional skills are promoted very well, as the childminder gives great support to them as they separate from their parents at the beginning and end of the day. The childminder is committed to ensuring that the home is welcoming for each child. She makes sure her routines are in place and careful explanations and lots of time are given for children to prepare for any changes to those routines. The childminder is skilled in managing children's behaviour and promoting their independence; for example, a toddler is distracted at nappy changing time and helps with simple tasks to promote his cooperation.

The childminder provides good opportunities for children to develop literacy and language skills. She is secure in her understanding in the use of phonics as she helps nursery age children to sound out letters in their names and form letters in their early writing tasks. Children enjoy the books at the setting and readily choose their favourites as they sit close to the childminder as she reads to them. The childminder spends considerable time sitting with the children in supporting them in what they do. She listens intently to their early language and readily congratulates them upon their achievements thus promoting confidence and self-esteem.

Children make good use of outdoors to promote their physical development and develop their understanding of the wider world. They are involved in planting sunflowers to take home or helping with bedding plants in the childminder's garden. They spend time discussing how long it will take for them to grow and what they need to help them, as the childminder carefully encourages them to link this to their own needs for good health and development. Indoors children build simple obstacle courses or enjoy music and singing thus providing more opportunities to be active and improve coordination.

The childminder works closely with parents and others involved with the children away from her setting. She respects each child's individual personality and knows their stage of development and next steps well, ensuring they are secure and happy in her care.

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	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	3
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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