

Inspection report for early years provision

Unique reference number	EY299821
Inspection date	11/12/2008
Inspector	Justine Ellaway
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 2005. She lives with her husband and two children aged six and nine in Derby. The whole ground floor, along with the first floor toilet and bathroom and two bedrooms are used for childminding. There is a fully enclosed garden for outside play. The house is accessible on the ground floor.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children under five on a part-time basis and one child over five before and after school. She walks to local schools to take and collect children. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children's needs are well met as the childminder values and includes all children. She gets to know the children well and develops good partnerships with parents to ensure consistency of care. As a result children's learning and development and welfare is successfully promoted. Systems to identify areas for improvement are clear and realistic and focus on improving the quality of the service for the children who attend.

What steps need to be taken to improve provision further?

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

- further develop planning and assessment arrangements so that they are used to fully help children progress and include parents contributions
- review practice to meet the needs of each child and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately for each family

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

01/01/2009

The leadership and management of the early years provision

The childminder demonstrates a keen commitment to evaluate and identify ways to improve. She is realistic when looking at her own practice. She also attends training events covering a range of different areas and considers the needs of all of

the children in her care. Recommendations raised at the last inspection have been appropriately addressed which promotes the good health and safety of children who attend.

Children's welfare is effectively promoted. A comprehensive range of clear policies and procedures are shared with parents which reflect the practice within the setting. All of the required permissions have been sought, except for permission to seek emergency medical treatment or advice. All children are safeguarded as the childminder is clear on her role and responsibilities in relation to child protection and is proactive in ensuring parents are aware of her responsibility for discussing and reporting concerns. She effectively promotes and encourages good hygiene and health through routines, the provision of healthy food and appropriate systems for dealing with accidents and illness.

The sharing of useful information with parents about what children have been doing helps to develop good relationships, promote consistency of care and provide information so that parents can extend children's learning at home. Clear references are made to what children are achieving or working towards. Information is gathered on children's needs and routines, however the childminder has yet to develop a system to include parents contributions to their child's learning and development records. Systems for working with others have been considered for when minded children leave the childminder to go onto school.

The quality and standards of the early years provision

All children make good progress in their learning and development. Positive and encouraging interaction supports children to feel settled and secure. Successful use of discussion, modelling and questioning during play encourages children to think and work out solutions to problems posed. Children's interests are taken into accounts to make activities interesting and enjoyable. A recently implemented planning and assessment system is successful in identifying the specific stage of development for each child and what they are working towards. This is being developed to ensure all aspects of each area of learning are covered comprehensively and the childminder is able to tell at a glance where children are at. Relevant observations, supported by photographic evidence, show clearly what children can do.

Children are happy and content with the childminder. They enjoy playing with her and their engagement is sustained by her involvement. They develop good levels of independence through working towards self-care tasks such as dressing and blowing their own nose. Good opportunities for decision-making during free play also successfully promotes children's independence as well as their imagination as they make up their own games. Children make good attempts when counting to get the numbers in the right order. Children are curious and will spend sustained periods of time investigating the different parts of toys and how they work. They enjoy playing with battery powered toys and are able to identify how they should be switched on.

Children's exploratory and investigatory skills are supported through activities such

as looking at the lifecycle of 'The Hungry Caterpillar'. They then jointly produced a picture showing the different stages of the lifecycle to reinforce their learning. Children are well supported to develop a sense of time and younger children are beginning to recognise the routine, for example, what they do when it is lunch time. Good opportunities are presented to help children develop their small muscle skills, which also means they are successful at mark making as they work towards writing skills. Children enjoy painting, colouring and drawing to develop their creativity. Regular physical play in the garden and music and movement means that children are developing good control, which they demonstrate as they negotiate around the toys and furniture. A recent topic on healthy eating supports children's learning on a healthy lifestyle. Clear and simple explanations, along with a range of activities such as road safety and fire evacuation mean that children learn about keeping safe. Lots of positive praise and encouragement means that children feel valued and their self-esteem is boosted. The childminder works towards a respectful environment and involves children in developing the house rules. The effective use of certificates to highlight personal achievements also develops children's sense of self worth. Appropriate methods to help children learn about right and wrong are used on all but very rare occasions.

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.	2

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?	2
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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.