

Inspection report for early years provision

Unique reference number	EY380277
Inspection date	16/04/2010
Inspector	Sally Ann Smith
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 has been registered since 2008. She lives with her husband and two adult children in Derby. The lounge, hall and bathroom on the ground floor, along with a bedroom on the first floor is used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of whom no more than three can be in the early years age group. There are currently eight children on roll attending on a full and part-time basis.

The childminder takes and collects children from local schools and nurseries. She also visits, local parks, shops and places of interest. She holds a recognised early years qualification to Level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a sound understanding of the Early Years Foundation Stage which means that children's safety and welfare is effectively and consistently promoted. The childminder establishes close relationships with parents and carers to ensure that each child's individual needs are met. This enables the childminder to plan for children's learning and development and ensures that all children receive the support they require. Through a thorough self evaluation process, the childminder reflects on her practice and continually strives for 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 environment so that it is rich in signs, symbols, notices, numbers and words to take into account children's different understandings, backgrounds and cultures
- develop further opportunities for children to investigate objects and their properties.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding procedures and her responsibility to protect children in her care. She is aware of the need to report any concerns promptly to the relevant agencies. An extensive and comprehensive range of policies and procedures are in place for the safe and efficient management of the Early Years Foundation Stage. Thorough risk

assessments ensure that all hazards are minimised so that children are safe indoors, outdoors and on outings. Children also learn to take responsibility for their own safety. All necessary written consents are obtained from parents and carers so that children's welfare is fully promoted.

The childminder continually reflects on her practice and is always looking for areas that she can improve. She attends numerous training courses and uses the information gained to develop policies, procedures and outcomes for children. For example, a recent behaviour management course has encouraged the childminder to reassess the way she addresses children when they behave in a negative way and she has found this to be very successful. She recognises the importance of training in keeping up to date with good practice. In addition, she welcomes any advice from early years' practitioners. Activities and resources are well organised and she makes extremely good use of the outdoor environment. Effective planning ensures that all activities are fully inclusive to the children in her care. The childminder deploys herself well, engaging with the children and joining in their games whilst also encouraging some autonomy so that children can develop their own thoughts and ideas. Whilst there are no children attending with special educational needs and/or disabilities or for whom English is an additional language, the childminder demonstrates a commitment to ensure all such children would be fully integrated into the setting.

Positive and trusting relationships are established with parents and carers so that all children can be fully supported in the setting and their individual needs met. They are welcomed into the childminder's home and a recent 'open evening' proved very successful. Parents were provided with refreshments in a relaxed atmosphere whilst having an opportunity to look through their children's development profiles and share information. In addition parents receive daily activity records and six monthly progress reports. A book is available for them to record comments or put forward suggestions to improve any areas of the childminder's practice. Parents are also given questionnaires and the information gleaned from these is used to inform the self-evaluation process.

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

The childminder creates a warm and welcoming environment where children are busy and industrious. They excitedly access the wide range of resources available and initiate their play. Children are not inhibited or restricted in any way and as a result develop their own ideas and thought processes accessing the relevant resources as they go along. For example, children decide to draw pictures on the paving slabs in the garden with chalk. One child draws 'Spiderman' and a web. He then goes to the art and craft table and selects a piece of black paper and some glitter where he makes a picture of a web. Very carefully, he cuts this out and then places it on his chalk drawing and announces 'look a web on Spiderman'. The childminder recognises his achievement and praises the child whilst asking the other children to take a look, as the child proudly looks on. Children's communication, language and literacy is good and this is enhanced by the

childminder's knowledge in this area of their development. She has received training in 'Letters and Sounds' and as a result has introduced lots of interactive resources to promote children's communication to fully support their learning. In addition she has purchased resource packs for parents so that they can further support their child's learning in the home environment. However, whilst books and writing materials are freely available, the environment is devoid of signs, symbols, notices, numbers and words to take into account children's different understandings, backgrounds and cultures.

The childminder ensures that there is a good balance of adult-initiated and child-led activities to maintain children's interest. She carries out observations to assess children's level of understanding and monitor their progress against the six areas of learning and also uses photographic evidence of children's learning to share with parents. She makes very clear links with the 'Development 'matters' prompts to identify children's knowledge and skills. She liaises well with parents to discuss all aspects of children's care and learning so that their individual learning styles and preferences can be met. Resources are available to promote awareness of cultural diversity and disability and the childminder continues to look at ways of further enhancing this area. She interacts well with children engaging in their play and encouraging dialogue resulting in children responding well to her guidance and support. Children are inquisitive and keen to find out how things work often through everyday routines. A child comes into the kitchen to dispose of some rubbish in the peddle bin 'look first it opens and then it closes like that' demonstrating the actions. Another child fetches batteries for a new toy and when asked by the childminder where these should go, demonstrates correctly. The childminder gives the toy back to the child and says 'now switch it on to see if it works'. However, the childminder acknowledges that further resources could be made available to develop children's exploratory instincts such as magnets.

The daily routine enables children to develop personal and social skills. They help themselves to drinks and are fully involved in food preparation and the hygiene aspects that go with this. For example, children make a fresh fruit salad for their lunch. They wash their hands beforehand but are also asked by the childminder 'why do we put hats on our hair when we are cooking?' and children respond 'so that our hair doesn't get into the food'. The children independently slice bananas, peel and chop apples and pears and deftly extract the seeds from pomegranate. Once the childminder informs children that lunch is ready one child says 'I am in charge today' and when asked what responsibilities he has replies, 'well if the children don't wash their hands I tell them that they must cos if you don't wash your hands you get poorly'. Children's behaviour is good and they know when to say 'please' and 'thank you' at appropriate times. They readily help to tidy toys away and respond positively to the praise received from the childminder for their efforts.

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	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

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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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