

Inspection report for early years provision

Unique reference number	EY383421
Inspection date	19/05/2009
Inspector	Jayne Rooke
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 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 2008. She lives with her husband and two children aged three and five years in a residential area of Hilton, Derbyshire. There are shops and schools within walking distance. The whole of the ground floor and one bedroom on the first floor is used for childminding. Children are taken on local outings to the park and other local community venues and activity groups, including regular attendance at the local carer and toddler group. She takes and collects children from the local school and pre-school.

The childminder is registered to care for four children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures in place to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. There is level access to the ground floor of the premises and the toilet is accessible on the ground floor. The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The overall judgement for the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). The well-organised system of observation, assessment and planning ensures that all children enjoy their time in her home and make good progress in their learning and development. She creates an inclusive and welcoming environment so that all children benefit from the provision. The childminder accurately maintains all of the required documents and is fully aware of the strengths and areas for improvement. Policies and systems are effective and positive, with the exception of an occasional adverse 'time-out' procedure. The childminder sets clear and achievable targets to significantly enhance the experiences of 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:

- review the behaviour management policy regarding the use of procedures which could have an adverse effect on children's well-being.

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. The childminder has a very clear understanding of all safeguarding children procedures

and how to implement them appropriately in order to protect children from harm and neglect. Children are closely supervised by the childminder at all times and all of the necessary vetting procedures have been completed. The childminder has good systems in place to monitor and evaluate the provision to ensure improved outcomes for children, particularly with regard to their safety and well-being. All of the required records, policies and procedures are well maintained for the safe and efficient management of the setting. Detailed and effective risk assessment records are maintained in line with requirements and regulations. This successfully promotes children's safety.

The childminder is highly committed to improving her knowledge, skills and understanding of how young children learn and develop. She holds relevant childcare qualifications and undertakes varied training events throughout the year to enhance her professional development. She works in close partnership with parents and carers, valuing their contribution as partners in their child's learning. She maintains strong links with other professionals and with local community services and schools to ensure that children's needs are consistently supported by all those involved in their care and education.

The quality and standards of the early years provision

Children are provided with varied and exciting opportunities to investigate, explore and use their creativity and imagination. This ensures children make good progress in their learning and development. Children have fun and learn through child-initiated play; they are actively engaged in stimulating play opportunities which are well planned and clearly linked to the six areas of learning. For example, children use a wide range of art and craft materials to develop a sense of texture and different painting styles. They paint, draw, make models and use their fingers to print patterns. Their individual creations are proudly displayed developing children's self-esteem and confidence in their abilities and achievements. Songs, rhymes, stories and games are used effectively to develop children's emerging language and numeracy skills. Children are encouraged to talk about different heights as they throw a ball 'very, very high'. They are excited by musical sounds and rhythms as they play with action and activity toys. They listen to a variety of sounds they hear in the garden and are encouraged to compare the difference between the sounds of a lawnmower, aeroplane and other types of vehicles. Children develop good co-ordination and balance skills as they move freely around the home and between playrooms. They practice how to climb up and come down stairs in a safe and supportive environment and have many opportunities to use large and small play equipment at the local park and adventure play areas. Outdoor play is a significant feature of children's daily routine which helps them to develop strong sensory awareness in their play and explorations. They find out about different weather patterns and appropriate clothing and look for bugs and insects in the hedges. Sand and water play activities outdoors provide interesting opportunities for children to experiment with wet and dry sand and to see what happens when they use water and brushes for 'magic' painting on paving stones. They use everyday technology equipment in their imaginative play and know how to operate activity toys and switch role play equipment on and off. They regularly visit other pre-school and interesting activity groups outside of the home which

enhances and supports their play and learning experiences. Role play activities and outings to various places of interest help children to expand their knowledge and understanding of the wider world. A variety of dressing up clothes are accessible to boys and girls which enables their freedom of expression, helping them to develop positive attitudes in their play and learning. Children enjoy strong and trusting relationships with the childminder and each other. They respond to individual attention with enthusiasm and keen interest during their play and active games. Resources are attractively presented in a child-centred environment that inspires children to make choices and decisions for themselves.

The childminder bases clear observations and assessments on what children enjoy and can do, taking into account their abilities when they first start to attend the setting. This ensures that activities are tailored around children's individual interests and ideas. She observes children as they play, using the information well to ensure that each child's needs are met and to plan the next steps in their learning. She talks to children's parents and carers on a daily basis and keeps individualised progress records so that detailed information about children's well-being and developmental progress is shared. This successfully promotes consistency of care between all those involved in each child's care. Children and parents contribute to the planning process because the childminder takes into account their 'opinions' of activities and how they can be developed through daily discussion and questionnaires.

Children use toys that are safe for their age and stage of development. Hazardous items are removed or discarded. The childminder uses innovative safety systems to ensure children are safe on outings. For example, she has excellent identification and emergency contact systems in place in the event of any accident or terrorist attack events involving herself, children and/or their parents and carers. She has devised a clear emergency procedure policy that ensures children remain safe and secure in her care until alternative arrangements are made for their safe collection. Children enjoy healthy, nutritious meals which contributes to their good health and well-being. The childminder actively promotes good health and hygiene, encouraging children to follow good personal hygiene routines. Consistent and positive boundaries are in place which help children to feel secure in their surroundings and to know what is expected of them. However, on occasion the bottom step of the stairs is used for children to sit and take 'time-out' following incidents of unwanted behaviour. This potentially has an adverse impact on children's self-esteem.

During everyday routines and activities they learn to take turns and share and take part in community outings which promote social skills. This helps them to feel included and gives them a sense of belonging, developing strong skills for the future.

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?	1
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

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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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