

Inspection report for early years provision

Unique reference number	EY386644
Inspection date	11/11/2009
Inspector	Sharon Dickinson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2009 and lives with her husband and two children aged 4 and 5 years in Mickleover, Derby. All areas of the home are used for minding except for the master bedroom and second conservatory. Access to the home, which is a bungalow, is via a small step. There is a spacious and fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two minded children on a part-time basis, both of whom are in the Early Years Foundation Stage (EYFS). She also provides care for the children of close relatives. The childminder is a member of the local Childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sufficient knowledge of each child's individual needs and satisfactorily promotes their welfare and development. Children are generally safe and secure and enjoy their play and learning. A suitable range of age-appropriate play activities and first hand experiences are planned. Partnerships with parents and in the wider context are positive and benefit children's welfare and developmental progress. The childminder has started to use the self-evaluation process to identify areas for development to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- complete an approved childminding introductory training course (Suitability of adults) (also applies to the compulsory Childcare Register) 04/12/2009
- obtain written parental permission, 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) 25/11/2009

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

- use observations to form an accurate view of where each child is in their learning, identify their next steps; and then use this information to inform planning

- ensure the daily record of children's attendance is accurate and up-to-date
- provide experiences and play opportunities to develop children's understanding that people have different needs, views, cultures and beliefs, that need to be treated with respect
- develop further self-evaluation systems to ensure rigorous monitoring and analysis of practice identifying priorities for improvement that are well targetted and measureable.

The effectiveness of leadership and management of the early years provision

The childminder strives to provide an effective and welcoming childcare service. She has a clear understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures. She is aware that all adults who are in the household or who have unsupervised access to children should be appropriately checked and the provision is organised to ensure that children are closely supervised at all times. The childminder has completed first aid training but has not yet completed an essential pre-registration course to strengthen her understanding of how to successfully deliver the Early Years Foundation Stage.

The childminder's home is appropriately organised and gives the children opportunities to become independent. She undertakes risk assessments for the home and outings so that any hazards are identified and minimised. Most records are in place which support the care and welfare of children. However, written consent is not obtained from parents, on entry, for the seeking of emergency treatment or advice and the daily register is not accurately maintained thus compromising children's safety. Clear written policies underpin the childminder's practice well and are shared with parents on entry. The childminder has started to make use of self-evaluation to identify her strengths and weaknesses. She informally seeks the views of children and parents to reflect upon her practice. Some plans are in place to promote continuous improvement and deliver improved outcomes for children, however, methods to develop these aspects have not been fully considered.

Useful information is exchanged at the start of a placement to ensure the childminder is aware of parent's wishes, children's individual needs and capabilities. The childminder builds close relationships with parents and keeps them informed about the child's well-being and what they have been doing through discussion and daily diaries. Partnerships in the wider context are satisfactory. The childminder develops working relationships with other people involved with the children, including other early years providers, supporting continuity of care. Overall, an inclusive environment is provided. The needs of each child are carefully considered by the childminder; all children are successfully integrated within the provision.

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

The childminder is warm and welcoming to the children thus providing a stable emotional environment where children feel safe and secure. She has a generally good understanding about how children develop and is developing her understanding of how to deliver the Early Years Foundation Stage in order for children to progress well. A suitable range of resources are available, both indoors and outside, which are set out so that children can make independent choices in what they do. The childminder observes and assesses children's learning to monitor their progress towards the early learning goals. However, she does not effectively identify the 'next steps' in their development and consequently does not use this as a basis for planning to ensure activities are suitably challenging for children and tailored to their needs. Monthly themes and topics are planned such as 'our body' and 'healthy eating' and overall, a satisfactory balance of adult-led and child-initiated activities is delivered through a fun and flexible curriculum.

Children's communication skills are developed through general discussion and enjoyable activities such as sharing favourite books and stories. New vocabulary is introduced when as the childminder explains that the 'signal' tells the train to stop and go. Frequent opportunities for mark-making are provided and children have regular access to creative activities such as painting, drawing and collage. They have recently collected leaves in the local park and begun to make an Autumnal display and also cut out pictures from catalogues to stick onto their Christmas 'wish list' to Santa. Children use their senses to explore malleable materials such as dough, pasta and jelly. They enjoy role play and ample resources such as dressing up, a market stall, dolls and accessories are provided to support and extend their imagination.

Basic mathematical concepts are introduced through practical and meaningful activities. Children are given opportunities to use the computer under supervision and the younger children have opportunities to use the interactive toys which help them start to understand about technology. The children's knowledge and understanding of the world is increasing as they access some resources that reflect positive images which the childminder uses to talk with the children about respecting differences. However, limited play opportunities and experiences are planned to develop children's understanding of diversity, particularly in relation to disability, other cultures and beliefs. Children are developing independence in feeding and toileting and are well supported at mealtimes and when using the potty. The childminder readily praises their efforts and subsequently children show pride in their achievements.

The health and well being of children is generally well promoted. Satisfactory hygiene routines help prevent the spread of infection. Children develop a positive attitude to healthy eating as they are provided with a sufficiently varied and nutritious diet. Their knowledge of healthy lifestyles is further promoted through themed displays about foods that are good/bad for us and by planting and harvesting vegetables in the garden. Daily opportunities are provided for outdoor play and fresh air. Children benefit from a spacious garden; regular outings

develop their understanding of the environment and wider community through trips to the park, story time at the local library and visits to soft play adventure areas. Children are taught about safety issues as part of the daily routine. For example, they practise the emergency evacuation procedures so they are fully aware of what to do in the event of an emergency. The childminder promotes positive behaviour by using effective strategies. Children respond positively to her clear and simple explanations. Children's confidence and self-esteem are fostered because the childminder frequently praises them and is sensitive to their individual personalities. Consequently, children behave well.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- complete an approved childminding introductory training course (Qualifications and training) (also applies to the Early Years Register) 04/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- complete an approved childminding introductory training course (Qualifications and training) 04/12/2009