

Inspection report for early years provision

Unique reference number	EY391465
Inspection date	12/11/2009
Inspector	Jasmin Myles-Wilson
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 was registered in 2009 and is registered to work with an assistant. She lives with her husband and two young children aged three and nine years. Her adult daughter is registered as her assistant. The family live in a residential area of Hatton, Derbyshire. Local amenities are within walking distance. The whole of the ground floor is used for childminding. There is level access to the ground floor of the premises and the toilet is accessible on the first floor. Parents mainly use the back door entrance. An enclosed back garden is available.

The childminder is registered to care for five children at any one time. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register and currently cares for three children in the early years range and two children on the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register and cares for two children. Usual opening times are Monday to Friday from 7:30am to 6:00pm, however, hours are flexible to suit demands. The childminder takes and collects children from the local school and pre-school. She is a member of the National Childminding Association and attends the local toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's has supportive relationships with the children which underpin the good progress they make in their learning and development. She provides an inclusive environment so that all children individual needs met well. Good systems to observe and assess children ensure their next steps of learning are well planned. Purposeful links have been developed with parents and other providers of the Early Years Foundation Stage (EYFS), which ensures everyone is kept well informed so continuity of care is provided. All relevant documentation is in place and well organised, including a good range of policies and procedures, however, on one occasion a procedure was not been fully followed. The childminder is able to make improvements as she has shown since registration how to bring about changes which are beneficial to the setting.

What steps need to be taken to improve provision further?

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

- notify Ofsted of any change of the persons aged 16 years or older living or working on the childminding premises (Suitable people) 19/11/2009

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

- support children to select activities and resources independently.

The effectiveness of leadership and management of the early years provision

The childminder understands her role in safeguarding children very well and carries out . She has a straightforward written policy outlining the steps she would take in the event of her having any concerns about children in her care. Thorough written risk assessments are in place such as the weekly testing of smoke alarms, which reduces the risk to children. The childminder teaches children to keep themselves safe and has worked with them in developing simple house rules to ensure their safety and well-being. This helps children to feel safe, confident and secure. Children also take part in regular fire drills, that teach them simple but effective ways to stay safe. Although safety procedures are in place and a good range other policies and procedures, the childminder did not notify Ofsted of a significant change in her personal circumstance.

The childminder has no formal system to evaluate her provision, however she does recognise the importance of continuous improvement and self-evaluates what she does on a weekly basis. She also tries to include parents and children's views in her evaluation. From her evaluation she has identified that it is beneficial for her to complete some training which will significantly enhance the quality of care and education she provides. The environment is organised and changed to meet the needs of the children who were attending so they have ample space and resources which provide good challenges for them. For example, during the day young children attend so all the resources are focused to their age and everything is moved to the side so that they have clear space to crawl, walk and play. Although the childminder engages in activities with the children such as helping them to make the den, she is fully aware of when to sit back and let the them go with their imagination and learning. The childminder's good understanding of equality and diversity enables her to effectively promote these aspects within her setting through a good range of activities and toys displaying positive images such as little figures with hearing aids, gender toys and discussions. All these things encourage children's acceptance of differences.

Partnerships with parents are good. Relevant information is discussed and shared on a daily basis to ensure they are fully aware of their children's progress. This is complemented with written diaries, which the parents and other carers also contribute to, thus providing continuity of care and parents are able to contribute towards their children's learning at home from the clear information provided to them. Parents are happy with the care their children receive and the information given to them in the diary is very useful. The childminder is planning on doing a newsletter which will enhance the systems she already has in place for keeping parents informed. Good relationships are established with the school who are also delivering the EYFS to the children. For example, she has a copy of the festivals and celebrations they are doing so she can build on them in her setting such as 'Red Poppy Day.' She also receives the school's newsletters which she uses any appropriate information in her setting.

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

The childminder is friendly and has a calm aura adding to children's feeling of safety. Children are confident and comfortable in their surroundings as they play. Resources are regularly changed to prevent children becoming disinterested and they help themselves to things stored in a low cupboard which contains a limited selection of toys. The childminder brings a larger selection of toys into the play space every day and she also asks the children what they want to play with so she can get it for them. However, this system does not fully allow children to select their activities independently.

Children enjoy the wide range of activities covering all the areas of learning that is offered such as nature walks, visiting the library or the park. They use their senses and tools well as they spread butter and cheese on their crackers or play with bubbles in tray. They also use their imagination, concentrate well as they pursue in activities of their choice such as playing dens, or go on a bear hunt to recreate a story they have read; including having footprints on the path and a picnic. Interaction between the children is good despite their age difference and they all learn to share and take turns with resources. Children are confident in communicating with adults about the different type of food they like such as Indian and Chinese meals, which then leads into a conversation about specific Indian food and what they taste like. They are developing their knowledge and understanding of world events and differences through learning that poppies are a reminder of all the soldiers who died in the war and are now in heaven. They also recognise the difference in the breed of dogs and correctly identify a Yorkshire Terrier. Young children like to identify significant people they know by pointing to their picture and they also respond to simple questions by shaking or nodding their heads or by clearly saying 'yes' or 'no'. Older children write their names and ages very well. They know the sounds of letters and what the first letter of their name begins with. When they do cooking or jigsaw puzzles they develop their problem solving, reasoning and numeracy skills.

House rules known as 'things that are important to us' have been put together by the children and are placed on the wall so that they can easily refer to them when necessary. Good strategies are in place which encourage positive behaviour, therefore, children behave well. Children are developing good awareness of their safety through the regular practice of escaping the premises in an emergency. They are also learning the importance of keeping their bodies healthy through routine practices such as the older children use paper towels to dry their hands on. They can also explain the impact it would have on their bodies if they ate food without washing their hands. The younger children have individual facecloths, which are changed every day to reduce the spread of infection. Children have a variety of healthy and nutritious meals and snacks which they make a decision about what they have. They have a good level of opportunity to be physical through nature walks or going to the soft play. Their awareness of the importance of staying healthy is raised through discussions with the childminder.

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

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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