

Inspection report for early years provision

Unique reference number	EY406938
Inspection date	11/10/2010
Inspector	Lynn Dent
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.

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 2010. She lives with her husband and three children aged six, five and three years in the Spondon area of Derby. Most of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of three children at any one time. The childminder works with assistants and when doing so may care for a maximum of nine children at any one time. She is currently minding seven children, of whom six are in the early years age range.

The childminder walks to local schools to take and collect children.

She attends the local carer and toddler group and takes children to the library and to the park. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder plans and provides a wide range of purposeful activities that help children in her care make good progress in their learning and development. All children benefit from the inclusive practice provided by the childminder. Partnership working with parents and other settings that children attend ensures that coherence in their learning and development is promoted. Children's safety is maintained as most hazards have been identified and removed. The childminder has systems in place to help self-assess her provision and enable her to identify areas and continually improve.

What steps need to be taken to improve provision further?

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

- make hazards safe or inaccessible to children; specifically with regard to the electrical lead from the television in the main bedroom.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected because the childminder fully understands her responsibilities for recording and reporting concerns to the local safeguarding authority. She has also ensured that the assistants who work with her also understand these responsibilities. All adults living on the premises and the assistants working with the childminder have undergone Criminal Record Bureau checks to ensure they are suitable to be in the presence of children. Risk

assessments of the premises, resources and for outings help to ensure that children are kept safe. However, although children are supervised when playing in the main bedroom, a lead from the television poses a risk to their safety. Toys and resources are in a good condition and stored so that children can access them safely.

The childminder effectively plans a range of developmentally appropriate activities for the children in her care. Consequently, they are making good progress in all areas of their learning and development. The childminder knows the children well because she spends time observing them at play and keeping records of their achievements. She then identifies their learning priorities and uses these to plan future activities to enable them to reach their full potential. The childminder works closely with parents to collect information about the children at induction and keeps them informed about their child's day through daily discussion and sharing the children's developmental records. A daily diary is also used effectively to share information. Recently the childminder has started to write the targets for the children in their diaries so that parents have a written reminder about these at home. Good partnership arrangements with the local nursery that the children in the childminder's care attend enable both parties to work consistently for the benefit of the children, such as, helping them to look for and identify shapes in the environment.

A range of written policies and procedures are in place to promote children's health, safety and welfare. Parents receive a copy of these at induction so they understand the service provided and have ready access to them when needed. The childminder has also produced a range of additional policies which are specific to her setting, such as, the use of large outdoor play equipment and the use of car safety seats and booster seats. Through self-evaluation the childminder is able to recognise her strengths and identify areas for improvement. She presents a positive attitude to continually improving her service by completing a range of training, such as, safeguarding and first aid. This keeps her knowledge and skills up to date, thus having a positive impact on children's care and education.

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

The childminder takes good account of children's individual interests and ensures they have time to initiate their own experiences and spends time extending these further. For example, they recently enjoyed watching the leaves swirling in the wind while out on a walk and on returning home the childminder recreated this experience with the children using material as they moved to music. Children benefit from a homely, welcoming environment which is well-resourced and stimulating. Children play in the lounge and conservatory, which is a designated play room. They can free-flow to the garden at will where the childminder has provided a range of outdoor play equipment but also extends children's learning in other ways. For example, pans tied to a small washing line allow children to experiment with sound, chinks encourage children to draw, write and make marks. A post with the children's height helps them learn about size.

Children show they are learning about the needs of their bodies. They access drinks at will and use the toilet when needed. They understand the importance of good hygiene, healthy eating and drinking after exercise. Children enjoy their healthy meals and snacks and the childminder has become an expert in disguising fruit and vegetables in meals such as red soup for children who prefer not to eat tomatoes. Meal times are used to develop good table manners and younger children, although sat in high chairs, are seated near the table so they are involved and develop similar skills. Children develop good social skills as they interact with their friends at the childminder's home and at the carer and toddler group during the week. Children are content and confident in the childminder's presence because she and her assistant spend time effectively supporting their play. Good behaviour is recognised and encouraged, therefore, children learn to share and take turns and play happily with their friends. Children are learning about keeping themselves safe. This is also promoted when away from the home. Consequently children know to ask for help when using climbing equipment in the park.

On the day of inspection children received the opportunity to dig for conkers in a box filled with bark as some did not go on a recent walk in the woods. This shows that the childminder is mindful that all children are entitled to similar experiences. The childminder effectively extends everyday activities to make them meaningful for children. Pictures using leaves and other natural materials collected recently also show how a walk in the park was extended at home. Planned activities help children learn and develop in interesting ways. For example, while digging for conkers they talk about how they feel, the size of the conkers and how many they find. Children enjoy singing rhymes and songs. A range of resources are used well to help the children act these out. For example, a piece of material becomes a pond with five plastic ducks that swim away as the children learn simple number skills.

The childminder is very aware of how to adapt activities so that all children can take part at their developmental level, making the setting fully inclusive. Older children use a range of tools to paint and be creative. Younger children use their fingers and hands, enabling them to have a sensory experience. All children are learning to develop the skills to use technology. Younger children use reactive toys such as pressing a button to make a ball move or a tune play and older children work with the childminder to print photographs from a printer.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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