

Inspection report for early years provision

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Inspection date	03/11/2010
Inspector	Diana Pidgeon
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 2010. She works from her home in West Hallam, Derbyshire with her daughter who is also a registered childminder. The childminder's husband is an assistant. Children have the use of a dedicated playroom with adjoining bathroom facilities and a front lounge, which is used as a quiet area. The first level of the garden is available for outside play. The premises are accessed via a path to the back of the house. The family have three small dogs and two cats.

The childminder is registered to care for six children under eight years at any one time. When she is working with her co-minder or assistant she is registered to care for 12 children under eight years. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently eight children in the early years age range on roll and five older children, two of whom are over eight. All attend on a part-time basis. The childminder supports children with learning difficulties and/or disabilities. She takes and collects children from local schools and pre-schools. 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 and her co-childminder provide a warm and welcoming environment for children. They work cooperatively to promote all aspects of children's welfare and learning. The childminder forms good relationships with the children, which enables her to understand and meet their individual needs. She works closely with parents to ensure all relevant information is exchanged, although, systems to work collaboratively with others who provide care for the children are less well-established. The childminder shows a good capacity for further improvement because she contributes to the process of self-evaluation and identifies any actions needed to move her practice forward.

What steps need to be taken to improve provision further?

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

- establish effective links with other settings children attend to share relevant information to ensure continuity in learning
- carry out regular fire evacuation drills
- raise awareness of responsibilities under food hygiene legislation including registration with the relevant Local Environmental Health Department.

The effectiveness of leadership and management of the early years provision

The childminder takes positive steps to promote all aspects of safety within the home. She ensures safety precautions, such as, safety gates, are in place and that children are appropriately supervised at all times. Full risk assessments and daily check sheets are in place, although, responsibility for maintaining these written documents is undertaken largely by her co-childminder. Suitable fire detection equipment and evacuation procedures are in place. However, the procedures have not been practised meaning that the childminder cannot be certain these work efficiently. The childminder maintains high standards of cleanliness and takes effective measures to minimise the risk of the spread of infection. She takes the lead responsibility for providing food for the children and cooks a range of healthy meals, which the children clearly enjoy. However, she is unaware of her responsibilities under food hygiene legislation and, therefore, has not registered with the Local Environmental Health Department. The childminder actively safeguards children by ensuring all adults are appropriately vetted. She has a good understanding of her responsibility to protect children from abuse and neglect and knows what action to take in the event of any concerns.

The childminder provides a bright and attractive playroom that is well-resourced with toys and equipment suitable for the full age range of children she cares for. Children develop a sense of belonging because they see their work displayed and gain independence as they move around easily to select toys and activities. The small outdoor space allows children to play in the fresh air on a daily basis. The childminder is beginning to know the children well and she clearly recognises and values them as individuals. She works hard with her co-childminder to understand and meet the needs of all of the children in her care. The childminder develops good relationships with parents, which enables them to exchange information openly. She provides clear written information to keep them informed about the service provided and their child's day. She contributes to the daily diaries and learning journeys that provide an ongoing record of children's care and learning. Parents write positive comments about the setting and speak positively about the experiences their children enjoy. The childminder has not established clear systems to share information with others who provide care and learning for children in the early years. This means opportunities to work collaboratively to support children may be missed.

The childminder works effectively with her co-childminder to provide a good service for children. She demonstrates that, although, each childminder takes the lead on certain aspects of the provision, she is able to cover this when needed. For example, although, her co-childminder takes the lead on most aspects of documentation, she understands what is required and completes daily records efficiently. She has completed all of the initial training and is waiting to attend further short courses. This, along with other identified areas of development, indicates her plans for ongoing improvement.

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

Children are clearly happy and settled in the childminder's care. She has a warm relationship with them and they readily cuddle up to her when they are tired or need comfort. They enjoy a good range of activities which are well-matched to their age, interests and abilities and help them to make good progress in their development. For example, a baby is attempting to crawl because the childminder plays games that encourage such movement. Children's language and understanding of words is seen to be developing as the childminder sings 'head, shoulders, knees and toes' with the children and they readily point to the different parts of their bodies. This activity clearly builds on the children's joy of music and even very young children join in by waving arms and swaying bodies. The childminder is developing her understanding of the Early Years Foundation Stage and is ably supported by her co-childminder, who currently takes the lead role for recording most children's development. The childminder is taking an increasing role in this and she makes perceptive observations which she uses to highlight how to move children forward in their learning.

Children enjoy a good range of nutritious meals and snacks that are prepared mostly by the childminder. She cooks meals from fresh ingredients and ensures these are served in appropriate quantity and consistency for the children present. Children clearly enjoy mealtimes as the childminder sits with them and encourages them to feed themselves where possible. Young children are really relaxed as she nurses them whilst bottle feeding. Children understand simple good hygiene practices, such as, washing or wiping their hands before eating. Children's need for fresh air and exercise is met through daily outings and time spent playing outdoors with wheeled toys and a variety of imaginative items. When walking in the community children learn simple road safety. The childminder helps children to learn about the wider world through activities and open discussion. Children point to the displays around the room and tell the childminder about how they dressed up at home for Halloween. The childminder uses such conversations to draw out learning, for example, by talking about spiders and how they live. Children behave well and learn to cooperate and share because the childminder is skilled in managing young children's behaviour in positive ways. Children show kindness to one another and within their imaginative play they imitate the adults as they care for their dolls.

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	3
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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