

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY415493    |
| <b>Inspection date</b>         | 16/02/2011  |
| <b>Inspector</b>               | Jean Otter  |
| <b>Type of setting</b>         | 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 2010. She lives with her partner and child aged three years in Hasland, near Chesterfield, Derbyshire. The childminder's partner is also registered to childmind at the same address. The whole of the property is used for childminding except for the second floor. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a cat.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. When working with her co-minder they are registered to care for a maximum of 11 children under eight years, of whom no more than five may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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.

Effective arrangements are in place to ensure all children are included and safeguarded. Routines and practices which ensure children's health is promoted are good. However, the childminder is not fully aware of her responsibilities regarding registration with the relevant Local Authority Environmental Health Department. The systems which support the planning and which monitor children's learning and development are reliable. The childminder works closely with all parents and with other professionals in most instances to ensure children's needs are consistently met.

## **What steps need to be taken to improve provision further?**

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

- develop an awareness of the responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department
- develop further the systems to ensure all children benefit from continuity of care when they are also cared for by another provider

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities. She has all the necessary information to be able to take the appropriate action if necessary. Children are cared for in a safe and fully secure environment. A detailed risk assessment has been carried out on the premises and the childminder conducts daily checks to ensure that the environment is safe for children. Fire prevention equipment and emergency evacuation procedures are in place. The procedures are practiced with the children helping them to stay safe in an emergency situation. The childminder demonstrates that she assesses risk for each type of outing she undertakes and essential records and equipment are taken with her. Detailed written policy procedures and required documentation to ensure the smooth running of the setting, are in place. The childminder is vigilant in her supervision of the children and this together with constant support helps children to feel safe. Daily routines are well managed, taking into account children's home routines, interests and preferences. However, the childminder is not fully aware of her responsibilities regarding food hygiene legislation, including registration with the relevant Local Authority Environmental Health Department.

Resources are very well organised and children can choose independently from a varied selection. These include resources which reflect our diverse world and provide an understanding of the needs and differences of others. The outside area is used regularly and is safe and secure. The childminder exchanges useful information with parents on a daily basis which relates to their child's welfare and development. She is pro-active in acquiring their views about her service through useful questionnaires. She also shares information about children's learning and development when they are cared for elsewhere to encourage continuity. However, some children have yet to benefit from this practice. Parents know they can access the settings policies and procedures at any time and they know how to express any concerns they may have about the childminding. The childminder is committed to developing her service and looks at ways she can improve her practice. She has attended training and has earmarked some for the near future.

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

Children are content and enjoy their time at the childminder's home. They happily participate in a mixture of adult and child-led play which allows them free choice and supports their growing independence skills. The childminder recognises what the children enjoy and she engages well in their play. Children are encouraged to express themselves and there are good opportunities for them to be creative and imaginative. A different theme is used each month to enable children to explore in detail various topics. For example, a transport theme takes them on different modes of transport and a trip to the railway station is planned, increasing their knowledge and understanding of the wider world. The children learn skills in

communication, language and literature as they use pictures/reference books to look at and discuss different forms of transport. The children work together on a collage for the transport theme, taking turns to add their own work. They take pride in the collage which takes centre stage on the kitchen wall. All themes are securely linked to the six areas of learning and development. Observations and assessments of the children are well documented and are linked effectively to the planning for their next steps in learning and development.

Children behave well and are learning to share their toys and respect each other. The childminder uses positive strategies to manage behaviour and rewards good behaviour with praise and fun stickers, which supports their self-esteem. The boundaries set within the home are realistic and children understand what is expected of them. The premises are safe and secure and children can move around freely and without harm. The childminder teaches the children about different safety aspects, such as, road safety and 'stranger danger' enabling them to feel safe as they begin to take control of their own safety. The childminder is confident regarding the procedures to follow should she have any concerns in relation to child protection. Each child's individuality is valued and acknowledged and the childminder is committed to providing activities and support so that all children can participate fully.

Children learn about how to be healthy and hygienic during bathroom and mealtime routines, understanding the importance of having clean hands and preventing germs spreading. Children enjoy healthy, balanced meals and individual drinking beakers are accessible at all times. Comprehensive policy procedures in relation to sick children and exclusion periods ensure their health is safeguarded.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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