

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Linda Moore
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 2011. She lives in a village in the Matlock area of Derbyshire with her children. The house is all on one level and children have use of the living room, kitchen and main bathroom. There is a enclosed garden which is currently not used. Access to the property is gained via several steps up to the side of the house. The house is within walking distance of local schools and nature walks, the playgroup and a shop. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. The setting operates each weekday from 7am to 6.30pm all year round. There are currently seven children on roll, all are in the early years age range and attend the setting on a part-time basis. The childminder is a member of the National Childminding Association and holds a level 3 qualification in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this friendly and inclusive setting. They benefit from a learning environment that is child-centred, accessible and stimulating. The childminder's observation and assessment system continues to develop. Positive partnerships are built with parents and other settings with information shared to support children's needs. The provision has a good capacity to improve as the childminder reflects on her practice and has a clear understanding of what areas to develop and how to do this.

What steps need to be taken to improve provision further?

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

- extend the observation and assessment systems, with regard to identifying children's starting points and next steps, linking these to planning and ensuring parents have regular opportunities to add to records
- provide further opportunities for children to explore and express their ideas using a range of art media and materials.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the requirements within the Early Years Foundation Stage and meets them fully, consequently, children's health and safety is well promoted. She is aware of how to safeguard children and clearly understands her role in reporting any concerns. The home environment is safe and

the childminder completes a written record of risk assessment to identify hazards and show the action taken to minimise any potential risk to children. Suitable safety equipment is fitted around the home and toys and resources are suitable and safe for children to use. These measures help to protect children from harm and neglect well. Effective steps are taken to minimise the risk of cross infection. Cleaning routines are implemented well and arrangements are in place should a child become ill or have an accident. The childminder's record keeping system is well organised and maintained; all documentation is clearly written and presented. A comprehensive range of policies and procedures are in place and shared with parents. Space and resources are organised effectively and a welcoming and stimulating environment is provided for children.

The childminder strives to ensure all children feel included and valued. She engages parents and obtains information about each child before they start to ensure the provision is inclusive and pertinent to their individual needs. Ongoing daily verbal feedback ensures parents are kept up-to-date about their child's well-being and what they have been doing. Equality of opportunity and anti-discriminatory practice are actively promoted as children experience activities which enable them to learn and develop respect for themselves and others. The childminder has extensive experience of caring for young children and understands how they learn and develop skills across the different areas of learning. She is developing a system for observation and assessment to help identify what each child knows and can do and monitor their progress. The system is in the early stages of development and some information is gathered at the onset to determine children's starting points. However, observations are not consistently analysed to identify and always plan for children's next steps. Consequently, activities are not always used to full effect to maximise children's learning potential. Although parents are welcome to view their child's learning record, this practice is not yet established to ensure their involvement and contribution in the process.

The childminder presently works at the local playgroup, some children attend both settings and are accompanied by her as they move from one setting to another. This is highly beneficial as she is a consistent and familiar adult and this helps support their social and emotional needs. In addition, the childminder has first hand experience of how children spend their time at play group and this contributes to greater cohesion and consistency in their learning. The childminder demonstrates a positive attitude to raising standards and the ongoing improvement of her practice. She has uses self-evaluation well to identify the strengths of the setting and to outline some areas for development.

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

Children settle well and develop confidence at the setting. They show they are comfortable in the childminder's company and form warm and positive attachments with her. They receive a high level of attention, and consequently, feel cared for and valued. The childminder sits alongside as they play to give encouragement and ensure they are sufficiently challenged. A good range of toys and equipment are available to engage children's curiosity and these are generally

organised to promote self-selection and independence. Children have opportunities to develop pencil control and practise early writing skills using pens, crayons and paper. They make good progress as they move from copying the letters in their name to writing them independently from memory. They enjoy making their own placemat, decorating it with pictures of their favourite things and adding their name and age. They identify and name each letter and number and correctly notice that their age on the placemat is now wrong following a recent birthday. Children have access to a selection of books and enjoy sharing their favourite one about a green rescue truck. They show they are very familiar with the story as they lift the flaps and talk excitedly about what is happening and what they know. Enjoying books in this way helps motivate children to read from an early age.

Children problem solve as they engage in a variety of activities, such as shape sorting, threading and counting beads. They learn about numbers and calculation as they sing songs about ducks and spotty dogs, they make good progress as they move from counting in rote from one to five, to counting beyond 10. Children's imagination is fostered as they engage in role play with a castle and dolls house using small world figures and furniture. They enjoy acting out familiar scenes as they feed dolls and change their nappies or pretend to be a doctor using the medical kit. They play together well and form new relationships; this builds self-esteem and confidence. There are some opportunities for children to express their creativity using art and craft materials, although this type of activity is mostly accessed at play group. The childminder has identified this is an area for improvement, to particularly benefit children who attend her setting only.

Children learn the importance of eating well and taking exercise. Healthy meals and snacks are provided and they have regular opportunities to be active and develop physical skills. They learn to manage tools and equipment, such as pencils and scissors and thread beads. This promotes hand and eye co-ordination and small muscle skills. Children show particular interest in posting items and so with the childminder's support they make a post box and play post master. Large muscle skills improve, such as balance and core strength, as they visit the park to run around and climb equipment. They enjoy walks in the local community where they pedal their bikes and push scooters. Children learn about the natural world as they walk through local woodlands and find out about trees and plants as they collect conkers, seeds and acorns. They show a fantastic imagination as they make fairy dens out of stones and twigs or stand on a bench and pretend they are surrounded by water and sharks. Children learn about technology as they use a laptop with educational software, for example, a learning ladder with numbers, letters, shapes and colours. They becoming skilled in using the mouse and can type their name using the key board. Children learn about diversity as they play with toys and resources that reflect different people and this helps challenge their thinking about gender, religion, culture and disabilities. They behave well and interact positively with each other by showing respect for the feelings of others, sharing and taking turns. They find out about danger and safe limits, such as not to climb on furniture and road safety. This helps children to keep themselves safe.

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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