

Inspection report for early years provision

Unique reference number	EY439890
Inspection date	16/05/2012
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.

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 2011. She lives with her two children aged one and five years in Swadlincote, Derbyshire. Access to the house is via one step on entering the door. The home is located close to amenities, such as shops, schools and parks. The family has rabbits and a small dog.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, two of whom may be in the early years age range. There are currently five children on roll within this age group, all of whom attend on a part-time basis. The childminder offers care each weekday from 7am to 6.30pm all year round and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an inclusive and welcoming environment where space and toys are well organised allowing children to explore and initiate their own play. The welfare requirements are mostly met and the home is generally safe. Children's learning is well promoted and a system for observation and assessment is developing well to support this. Positive relationships have been established with parents and systems are in place for sharing information to ensure children receive the support they require. The childminder has begun to use self-evaluation to help guide and improve her practice.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment). (also applies to both parts of the Childcare Register)
- 31/05/2012

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

- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- develop further observation and assessment systems to ensure they contain sufficient detail and parents have regular opportunities to add to records.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of child protection procedures and a clear understanding of how to report any concerns about children in her care. This helps to protect them from harm and neglect. The home environment is generally safe. Suitable safety equipment is fitted around the home and toys and resources are appropriate and safe for children to use. A written risk assessment is in place that covers premises, equipment and outings. A daily visual check is carried out before children arrive and visitors are asked to sign in. However, some potential hazards still remain from cleaning fluids and bleaches that could be accessible to children.

Children's health is well promoted. Cleaning routines are thorough and children learn about personal hygiene and understand they need to wash their hands before eating or after handling animals and visiting the bathroom. Paper towels are provided for them to dry their hands and this minimises the risk of cross-infection. Suitable arrangements are in place should a child become ill or have an accident. The childminder's record keeping system is well organised and maintained, and all documentation is clearly written and presented. A comprehensive range of policies and procedures are in place and shared with parents. The childminder provides a welcoming, inclusive and stimulating environment for children and organises her space and resources effectively. A range of good quality furniture, toys and equipment are in place to support children's learning and promote mostly good outcomes.

The childminder strives to ensure that all children feel included and valued. She engages parents and encourages them to share what they know about their child in order to be informed and meet individual needs. Ongoing daily verbal feedback ensures they are kept up-to-date about their child's well-being and what they have been doing. Communication is further promoted by using 'Freddy' the dog, as children take it in turns to take him home for the weekend. He is accompanied by a diary for children and parents to write in, draw pictures and use photographs to describe what they have done together. These experiences are then shared. Parents also add their comments to the photograph album, sharing thoughts about their child's experiences with the childminder, for instance, how much they loved the trip to the farm.

The childminder understands how children learn and develop skills across the different areas of learning. She is very enthusiastic and has worked hard to develop a system for observing and assessing children's ongoing development. Records show the type of play and activities children participate in during the day and these are linked to the different areas of learning and analysed to identify children's next steps, however, observations do not always contain sufficient detail to effectively plan for these. The childminder uses the early years developmental goals to track children's progress. However, although parents are welcome to view their child's learning record, this practice is not yet established to promote their involvement and enable them to contribute to the process. The childminder understands the importance of working closely and sharing relevant information with other settings that children attend, in order to complement their learning and

promote consistency. She demonstrates a suitable capacity to improve, and has begun to use self-evaluation to reflect on her practice and identify some areas for development. However, this is currently in its infancy.

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

Children settle well and develop confidence at the setting. They show that they are comfortable in the childminder's company and are beginning to form warm and positive attachments with her. They receive a good level of attention and consequently feel cared for and valued. The childminder sits with them as they play on the floor and gives lots of encouragement. A range of toys and equipment are available to engage children's curiosity and some are organised to promote self-selection and independence. Children learn how to be sociable and form new relationships, and this builds self-esteem and confidence. They enjoy story time with their favourite books, and they all look and listen together. This motivates children to read from an early age. They have opportunities to develop pencil control and practise making marks with pens, chalks and paper. Letter and number posters are displayed and the childminder draws their attention to letters and numbers in print and signs. They find out about number, shape and measure during everyday activities and routines, for example, counting how many sandwiches at lunchtime, exploring the house and measuring the size of household objects using a ruler.

Children have good opportunities for imaginative and creative play. They enjoy role play and dressing up in their favourite costumes. They learn about people who help us as they play with and talk about small world figures, such as a post office, police station, ambulance and fire station. Toys and resources reflect different people and this helps to challenge children's thinking about gender, religion, culture and disabilities. They have regular opportunities to design and express their ideas using different mediums like paints and glues, for instance making cards to take home to parents. The childminder provides interesting and exciting opportunities for children to draw real life and what they see. For example, she brings her pet rabbits indoors for them to watch and draw.

Children have excellent opportunities to learn about the natural world as they help to tend and care for the plants and flowers in the garden, such as kidney beans and sunflowers. They enjoy walks in the community and visits to the library and discovery centre where learn about recycling. They visit local farms and find out what animals eat as they help the farmer feed his baby lambs and chickens. They enjoy baking activities, making cakes and heart-shaped biscuits for parents on Valentine's Day. Children access a laptop and learn how to use the mouse and keyboard. Older children are given the support needed to research internet sites to complete homework for school. Children learn the importance of healthy eating and exercise. Healthy foods are provided and meal times are well organised. They have regular opportunities to be active and develop physical skills as they play in the garden on the trampoline, dance indoors to music, run around, climb and balance on the stepping stones at the local park. Consequently, children grow stronger physically. They generally behave well and are beginning to learn how to

interact positively with each other. They find out about danger and safe limits, such as how to use equipment properly 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 31/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 31/05/2012