

## Inspection report for early years provision

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<b>Unique reference number</b>	EY355077
<b>Inspection date</b>	12/03/2009
<b>Inspector</b>	Sheena Gibson
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2007. She lives with her husband and one child aged five years in Derby. Access to the house is via a step at both the front and rear doors. The whole of the ground floor of the house, along with the first floor bathroom and one bedroom is used for childminding.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time and is currently minding two children under eight, one of whom is in the early years age range. The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder focuses on including individual children and because of this their care and learning needs are successfully met. Their welfare is supported well and positive relationships with parents result in consistency, which benefits children. The childminder effectively evaluates her provision and she makes plans for the future to bring about improvement to the outcomes for children.

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

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

- develop further the systems for assessment to fully include parent's contributions.

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

The childminder has developed a comprehensive range of policies and procedures that she uses effectively to underpin her practice and support children's care. She demonstrates a commitment to improving through undertaking some short courses to improve her knowledge and skills. The childminder has completed a self-evaluation form, which has been carefully considered and so is honest and realistically identifies strengths and areas for further improvement. Children's safety is prioritised. The home environment is safe and secure. The childminder carries out and records detailed risk assessments on all areas of the home and also on outings to ensure that any risk to children is minimised. Her knowledge of child protection ensures that any potential abuse is swiftly identified and appropriately dealt with, effectively supporting children's safety.

The childminder has developed positive relationships with parents, which supports children's welfare and learning. She provides parents with a wide range of

information about her provision, including the policies and procedures. In return she obtains detailed information from parents in order to successfully and consistently support individual children's needs and ensure their well-being.

The home environment, toys and equipment all effectively help children to safely enjoy their day. For example, younger children are able to sit in a high chair to eat their meals and toys are in a clean, safe condition. The childminder regularly cleans and checks toys to ensure that they remain suitable. Children's health is promoted well through, for example, the childminder maintaining a clean home. Meals and snacks are nutritious and contain a wide variety of fresh fruit; sample menus are available for parents to see contributing to consistency in supporting children's good health.

## **The quality and standards of the early years provision**

The childminder has a clear understanding of Early Years Foundation Stage and the different areas of learning. She uses the guidance effectively to support her practice and so children progress well. Children's learning is promoted well. For example, the childminder interacts well with the children and so ensures that are always engaged in the activities. The environment is bright and spacious. The toys and activities are set out at levels that are suitable for children who attend and so that children have a wide choice of different types of activity to make independent choices from. The childminder observes the children and has a good understanding of their capabilities. She then uses the information to effectively plan for their next steps.

The childminder has begun to involve parents in children's learning and often speaks generally about how they are getting on. However, parents are not fully contributing to the assessment process and so children's learning is potentially not maximised. The range of activities that are offered to the children mean that they get a good balance of opportunities across the areas of learning. Early walkers enjoy being on their feet and so like the activities that the childminder has knowingly placed off the floor such as a dolls house. They excitedly press the buttons that make noises and play with the different play people. Cars are a favourite, whether it is pushing them across the floor, wheeling them along the windowsill or playing with the garage. Children enjoy books and sit with the childminder mimicking the animal noises as they develop their early communication skills.

Children are happy and settled in the environment, encouraged to have a sense of belonging because of the childminder's warm and positive manner. Young children are beginning to learn about taking care of themselves. For example, they are gently reminded not to touch the telephone plug. They are developing good levels of confidence and self-esteem. The childminder takes the children on visits and outings so that they mix with other adults and children to actively support their social skills.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.