

Inspection report for early years provision

Unique reference number 207420
Inspection date 20/02/2009
Inspector Karen Ann Byfleet

Type of setting 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

This childminder was registered in 2000. She lives with her husband and their two daughters aged nine and 15 years in the village of Calow, on the outskirts of Chesterfield. The whole of the ground floor is used for childminding. The bathroom is on the first floor and children also have access to the main bedroom. The smaller front bedroom is used for overnight care. There is a fully enclosed garden available for outside play and there is level access to the premises. The family has a pet dog and two fish.

The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight years. There are currently 10 children on roll and of these four are in the early years age group. She is also registered to provide overnight care for one child over eight years. The childminder takes and collects children to and from local schools. She attends the local toddler and childminding groups and takes children on regular outings into the local and wider community. She shares and seeks information in partnership with other early years settings the children attend.

The childminder holds a certificate in early years practice, is a member of the National Childminding Association and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is outstanding. A very stimulating and extensive range of experiences is provided for children in the Early Years Foundation Stage (EYFS). The planning and assessment of the learning and development requirements is excellent and covers all the six areas of learning. Children's progress is formally shared with parents and other EYFS providers where the children attend. The welfare and inclusion of all children is consistently promoted. An extensive range of well-written policies and procedures have been implemented and shared with parents, with whom positive relationships are formed. A very safe and welcoming environment is created to ensure all children are happy and enjoy their time in the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure children's health care with reference to consistent hand washing routines before eating and after touching animals.

The leadership and management of the early years provision

The childminder provides very effectively for the children in her care. Self-evaluation is very effective and clear targets to improve the provision further have been set. She has developed excellent partnerships with all parents and other providers delivering the EYFS, especially the local school, ensuring information which is shared is consistent in helping children make excellent progress in their learning and development. Parents are encouraged to share, both verbally and in writing, what they know about their child, particularly when the child first starts to attend with regards to their child's developmental progress and their interests. Visits, which are individual to each child and their parents, prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully promoted. Parents are fully encouraged to be involved in supporting their children's learning and development at home and the childminder has implemented some excellent strategies to support this. For example, a notice board has plans of activities displayed and shows the topics and themes the childminder is covering. Daily diaries, for all children in the early years age group, are completed by the childminder. These clearly highlight what activities the children have enjoyed doing and what areas of learning they link to. These diaries enable the sharing of valuable information and the childminder welcomes all comments from parents. This sharing of information ensures continuity of care and inclusion for all children and parents.

The childminder has successfully completed a certificate in early years practice and she is fully committed to further training, which all contribute to her increasing her knowledge in order to benefit the children in her care. For example, a variety of workshops linked to the EYFS ensures she has the skills to maintain the quality of education and that she continues to promote the good health of the children with up to date training in first aid. This contributes fully to the quality of care she provides. Copies of the very well-written policies and procedures are given to all parents.

Detailed written risk assessments are very comprehensive and any potential hazards are thoroughly checked, daily, weekly or monthly as required. A risk assessment for each outing ensures children's safety is given the utmost priority. The indoor environment is highly effective in being child-friendly as they are free to move around between all the downstairs areas. Resources are presented at low level which ensures children can be independent and freely access them which leads to them using their own initiative to instigate their play. The steps taken to prevent the spread of infection are very good. The children use individual paper hand towels after washing their hands and a detailed sick children policy which is shared with parents, help to prevent the spread of any infection. The childminder ensures all areas of the home are clean and well maintained and the family dog is kept out of the way when children are eating. However, hand washing routines are not always consistent.

The quality and standards of the early years provision

The childminder fully supports all children to develop to their full potential. They learn through an extensive variety of activities, including outings such as going to the park, shops or childminder group. Planning is very well recorded, with exciting and challenging activities such as crafts, painting or outings and children's abilities are fully extended through detailed observation and assessments. This ensures that children achieve very well in relation to all areas of learning, as they are covered on a regular basis. The resources presented are rich in variety, rotated regularly and cater for all ages of children attending. The childminder also listens and responds positively to what the children have particular interests in. For example, when a four-year-old makes and names a dinosaur model from the salt dough, the childminder uses the computer with the child to find out more about the different dinosaurs and what they are called.

Children develop a positive awareness of themselves and their needs through the excellent support of the childminder. They follow house rules and are aware of how to behave and share with the wide age range of children who attend. Children make individual decisions about their play and are able to freely choose snacks from a range of healthy options which are provided. For example, fresh fruit, such as apple, banana, cheese and crackers. Drinks of fresh water, fruit juice or milk are offered regularly both with snacks and meals and also throughout the day. Children are developing excellent awareness of healthy foods through planned topics. For example, in one planned activity, they have cut out pictures of 'healthy and unhealthy' foods from magazines and placed them onto paper plates. Language is well developed as the childminder constantly talks to the children and extends their learning and knowledge and they share information.

Children are fully supported to develop problem-solving and other mathematical skills. They use words spontaneously when discussing the colour, size and shape of various fruits they are painting. Through a good balance of baking and cooking activities children are able to develop their skills and knowledge in number, capacity and volume as they weigh ingredients and follow recipes, including talking about time and how long cakes take to cook. Children use tools with dexterity as they mark-make with pencils, paint brushes and glue. For example, when participating in a painting activity, the children are given pictures of various fruit to colour in. The childminder then extends this by encouraging the younger children to paint their own fruits and vegetables. This enables children to use their imagination and recall information such as remembering the shape and colours of fruits. Children are encouraged to be active and healthy and join in ball throwing and catching and follow obstacle courses in the garden. They take regular walks into the local parks and woods where they enjoy climbing over fallen logs and kicking the leaves. Good imaginations are developed with the full support of the childminder who provides a wide variety of dressing-up clothes to extend the role-play resources. The children behave in ways that are safe for themselves and others, especially when moving around the home.

Children's awareness of the wider world is positively enhanced as the childminder has a wealth of resources which represent positive images and diversity such as,

dolls, dressing up clothes, books and posters around the home. The children also enjoy various world celebrations which the childminder links to pre-school and school activities. For example, they enjoy tasting foods from around the world such as Indian sweets, onion Bajis, samosas and Chinese noodles which they are able to make themselves.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

Annex B: the Childcare Register

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

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

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.