

Inspection report for early years provision

Unique reference number	EY225277
Inspection date	22/01/2009
Inspector	Yvonne Layton
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

The childminder was registered in 2002. She lives with her husband and adult children in Dronfield, Derbyshire. The whole of the childminder's house is used for childminding. Toilet facilities are on the ground and first floors. Access to the premises is via a series of steps and a step to the front door. The garden is only used for themed activities. Children visit the adjacent park for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. The childminder is currently minding six children, four of whom are in the early years age group. Placements are a mix of after school care and part time. The childminder is a qualified teacher for children with learning disabilities or difficulties and cares for children with learning disabilities or difficulties.

The childminder drives to the local schools and nursery to take and collect children. She attends the local childminder and toddler groups and undertakes outings. The family has a dog and a cat.

Overall effectiveness of the early years provision

The childminder provides very effectively for children in the Early Years Foundation Stage. The needs of all children are routinely met through recognising and supporting their specific uniqueness and personalities. Good quality education and care ensures they make very strong progress in their learning and development, enjoy their time in the setting and their welfare is soundly promoted. However, some documentation requires more detail and the childminder's knowledge of safeguarding children procedures requires updating. Steps are taken by the childminder to evaluate her provision and she has sound plans for improvement of the setting.

What steps need to be taken to improve provision further?

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

- secure up-to-date knowledge of safeguarding children issues
- review the written permission for the administration of non-prescribed medicine to include health reasons for doing so
- develop further use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child with particular regard to the inclusion of all six areas of learning.

The leadership and management of the early years provision

Children are cared for by a childminder who is knowledgeable of the Early Years Foundation Stage. She provides a stimulating, welcoming and child-focused

environment. Children freely access a wide range of resources and through an extensive range of planned, free-choice and child-led activities, use their own initiative to explore and experiment in their play. The quality of children's care, learning and development is supported by the childminder's ongoing monitoring of her provision and a clear commitment to continue to develop her own skills. All required and many additional written policies and procedures ensure children's welfare is protected and parents are fully informed. However, although individual medication consent is in place, identified health reasons for the administration of non-prescribed medicines is omitted. Children are protected and their welfare promoted as the childminder maintains detailed risk assessments and takes positive action to manage or eliminate risks. She completes assessments for general activities, such as using the car and for specific outings. Children are well safeguarded as the childminder has sound knowledge of her responsibilities for safeguarding children. However, the childminder does not have up-to-date information about current safeguarding children procedures and issues.

Children are supported individually to achieve well and have their welfare needs met as the childminder works closely with parents both through written information and by discussion. Parents receive good quality information about the setting. They have details about themes and activities on offer and their children's progress. The childminder clearly understands and promotes inclusive practice. She has a focus on respecting children as individuals and supporting their learning by recognising the importance of their emotional and social achievements. The childminder promotes and encourages children to make their own choices and responds very positively to their interests and ideas. She is proactive and very skilled in meeting the needs of children with learning disabilities or difficulties. She has a sense of purpose to assure the quality of their care, learning and development is strengthened both by working closely with parents and other agencies and by using her own expert knowledge.

The quality and standards of the early years provision

The childminder has a very strong sense of purpose and dedication to provide good quality education and care that ensures children make excellent progress in their learning and development. They are happy, enjoy their time in the setting and their welfare is robustly promoted. Interactions are warm and caring. Planning using the Early Years Foundation Stage framework encompasses the entire curriculum. Children make very effective progress towards the early learning goals as the childminder has a comprehensive understanding of them. Extremely valuable play and exploration both in and out of doors ensures that all areas of learning are met. Every week the childminder ensures she meets every area of learning by themed planned activities, encouraging children to participate in activities and developing children's free-choice play. All activities are flexible and the childminder responds positively to children's interests and ideas. She is skilled in supporting and encouraging children to extend and gain from all activities. The childminder uses positive differentiation of the children to ensure they individually enjoy their play. Themes are extended and expanded to stimulate children's interest. The childminder provides a focus each day by planning a selection of activities relating to a theme alongside free-choice activities. For example, during a

winter theme children have opportunity to enjoy imaginative play with animals from a cold climate with cotton wool and pretend snow. A tent and tunnel draped with white sheets is an igloo. This is extended and developed into various creative activities such as snow painting using Wellington boots for printing, and babies and toddlers finger paint making 'snow fall'. They have wide opportunities to learn about nature and the world around them. Children visit the seaside with the childminder and make a display in the home with items they have collected. An autumn theme involved investigating animals that hibernate, visits to a local harvest festival and a nature walk to look for birds. This is supplemented by a bird matching game and extended as the children make fat-ball feeders. They investigate the culture and customs of different nations during national and international celebrations. Children's communication skills are enhanced as the childminder has a 'Story bag' which is a large bag containing objects of reference. The children pick an item and a song or story is related to it. For example, a figure of a scarecrow is used for the song 'Dingle-dangle scarecrow' and a dough cake for the song 'Five current buns'. They have opportunity to learn about families as the childminder creates a photograph album containing photographs of each child's family and of activities they have done with her.

Individual development files contain assessments based mainly on social skills, including clear identification of children's next steps. The childminder clearly recognises children's individual stages of learning and development. However, all areas of learning are not included within the assessments. This is an area for further development. The childminder has established links with other providers and services to promote integration of care, education and extended services for children.

Children's health and safety is solidly supported. The childminder has effective hygiene policies, procedures and routines. These include consistent hygiene procedures regarding the family animals and routines for hand washing. Children's self-respect is supported as the childminder protects their privacy during nappy changing. They are protected in an emergency situation as regular, evaluated evacuation drills are practised, and the childminder has emergency contact cards for herself and all of the children in case of an incident on an outing. They are very well supported to learn about safety by discussion, themes, such as road and personal safety, and daily routine.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.