

Inspection report for early years provision

Unique reference number	205947
Inspection date	21/09/2009
Inspector	Christine Holmes
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1997. She lives with her husband and two adult children. They live in a house in Alvaston, Derby. The house is situated on a busy main road and is accessed via a step. There are shops, parks and schools all close by. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The family has a cat, rabbit and guinea pig.

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 range. She is currently caring for five children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly benefit and thrive as a result of the inclusive setting they are in. The childminder's outstanding use of resources supports children in making good progress in their learning and development. Partnerships with parents and others are established and effective in supporting children's welfare and learning and development. Systems to monitor and evaluate practice are effective and identify realistic and relevant areas for improvement, providing a strong basis for the childminder's capacity to maintain continuous improvement to secure good 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 to assess children's progress and match these to the expectations of the early learning goals in order to identify their next steps in learning and support them to make the best progress possible.

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the childminder has a strong knowledge of all of the aspects of the Early Years Foundation Stage (EYFS). She demonstrates a high level of commitment to promoting children's safety, fulfilling all her legal duties and responsibilities with regard to child protection issues and sharing information with parents which helps to safeguard children. The childminder is vigilant about safety issues and conducts risk assessments in and out of the home which ensures the environment in which children are cared for is safe at all times. She gives good emphasis to supporting children to be safety

conscious without being fearful.

The childminder has a clear sense of purpose about what she wants to achieve and how she can initiate changes. For example, in order to improve children's outdoor experiences the childminder has obtained local authority funding to provide challenging outdoor climbing equipment and a superb covered outdoor area that affords shelter from the extremes of the weather to allow children to enjoy the outdoors all year round. The childminder has recently reviewed and made improvements to the systems she uses to assess children's progress and to identify their next steps in learning, although she recognises this is still an area that would benefit from further development.

The childminder strives to provide a service that is inclusive for all the children who attend the setting to ensure they get the support they need to make good progress. For example, the childminder develops a very good understanding of each child's background and she works very effectively with parents and others to identify when children need additional emotional support. The childminder is developing partnerships with other settings the children attend, to support the seamless delivery of the EYFS for all children. Parents receive comprehensive information about all aspects of the setting through well-written policies and procedures.

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

Children are making good progress because the childminder effectively supports their learning and development. Children are settled and show good levels of interest in the activities on offer in and outdoors. They are increasing their awareness of diversity through the use of resources and discussion. This helps them to recognise, value and respect similarities and differences between themselves and others. Children show care and concern for each other and the environment and they behave well and develop a sense of pride through the positive encouragement and praise that the minder gives them. All interaction with children is very positive and focuses on supporting and extending their learning through discussion, explanation and questioning. This supports all areas of children's learning. Systems are in place to ensure observations of children's progress are used to identify children's next steps in learning in all areas of learning, although these are not yet fully evaluated to ensure children make the best possible progress.

Children particularly benefit from the easy access they have to a superb outdoor area that has an extensive and varied range of resources providing children with rich opportunities to initiate their own play in all areas of learning. This is very effective in helping children to become independent and active learners. Children enjoy becoming physically active, climbing up and along steps on the climbing frame, bouncing on the trampoline and using a host of other resources that help them to develop skills to throw catch, kick and balance. Good access to the outdoors enhances children's contact with the natural world. Children enjoy close contact with the very tame family rabbit. They develop an understanding of

comparing and measuring as they watch their sunflowers grow and learn to identify if apples are ripe enough to be picked from the tree. Natural resources such as shells, leaves, pine cones and feathers are collected by the children and used to support imaginative play. Books, small world resources and craft materials are used particularly well by the childminder to provide extra support for children dealing with new situations. For example, to help support a child who is moving house, children take part in activities that include putting up 'for sale' signs in the play houses in the garden and packing the small world resources into boxes to move from house to house. This helps children to make connections with their real life experiences and supports their self-esteem and confidence. Children are well supported to mark-make and develop early writing skills. They have good opportunities to count and recognise numbers and shape and their interest in technology is fostered well with a stimulating range of resources.

Children show that they feel safe in the setting and are confident to go to the childminder for support. Older children demonstrate a growing awareness of their own and others safety, particularly when using the large outdoor equipment. Activities include visiting the fire station to further develop this awareness. Children's good health and well-being is effectively promoted. All of the required information is exchanged with parents regarding children's health and dietary needs. Healthy eating is effectively fostered. Children learn about the importance of healthy eating and they are provided with nutritious well-balanced meals. Hygiene procedures effectively minimise the risk of cross infection.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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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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