

Inspection report for early years provision

Unique reference number	207299
Inspection date	22/12/2009
Inspector	Yvonne Layton
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.

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Description of the childminding

The childminder registered in 1993 and lives with her family in Brimington, near Chesterfield, Derbyshire. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children within the early years age group. The childminder is currently caring for six children, four of whom are in the early years age group.

The whole of the ground floor is used for childminding. There is level access to the home via the garden path to the rear door. There is a fully enclosed garden available for outside play. The childminder attends the local childminder and toddler groups on a regular basis and walks/drives to and from the local school and she undertakes outings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, inclusive environment where the childminder is fully aware of their interests and capabilities. She has a secure knowledge of how to support the children's learning and development in the Early Years Foundation Stage (EYFS) and provides a good range of resources and activities that interest them and meet their individual needs. The childminder fosters close working relationships with parents and has established links with other settings helping to fully support children's care and development. She reflects and evaluates all aspects of her practice and shows a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure information about who has legal contact and who has parental responsibility for each child is obtained (Safeguarding and promoting children's welfare) 05/01/2010
- carry out a full risk assessment for each type of outing with particular regard to visits to themed and local amenities (Safeguarding and promoting children's welfare). 05/01/2010

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

- encourage children's sense of self, creativity, originality and expressiveness with particular regard to reducing the adult influence and involvement during craft activities
- develop further support for all children towards the early learning goals with

specific reference to extending how to promote positive attitudes to diversity and difference with all children and use this to provide meaningful activities to enhance children's knowledge and understanding of the world

- review the written permission for the administration of non-prescribed medicine to include health reasons for doing so.

The effectiveness of leadership and management of the early years provision

Children are effectively protected as there are clear safeguarding procedures and the childminder has a secure understanding of her responsibility. Their welfare is supported as most records, policies and procedures are in place. However, the childminder has not obtained information about who has legal contact with the children and who has parental responsibility and the health reasons for the administration of non-prescribed medicines is not recorded. Children's safety is ensured as the childminder maintains risk assessments for the home, garden and outside, has safety equipment in place and has robust procedures. There is a potential impact on children's welfare as the childminder does not complete risk assessments for visits to local and themed amenities, such as the toddler group and farm park. The home is secure and the childminder has efficient security measures. For example, the garden is fully enclosed and there are effective procedures for the collection of children. Children's health and welfare is supported well as the childminder has established consistent hygiene procedures. Children use individual towels and antibacterial sprays and gels maintain children's health. Resources are plentiful, including a craft/playroom, and the home is maintained to a high standard of cleanliness.

Children's learning is successfully promoted as the childminder is conversant in implementing all aspects of the learning and development elements of the EYFS. She ensures she visits all areas of learning and individual progress is monitored by using assessments and observations of the children. She completes individual written observations which identify the children's progress and their next steps. The childminder has completed the required and additional training. Recommendations from the last inspection have been addressed. The childminder individually and with colleagues undertakes evaluation of and training in all aspects of childminding practice. She demonstrates her commitment to improving outcomes for children as she self-evaluates and identifies areas for the development of her own skills and provision.

Good relationships with the parents benefit the children. To ensure continuity of care the childminder uses informal feedback and provides various portfolios relating to her provision, including policies and procedures. Parents have access to children's individual assessments and have the opportunity to provide their own feedback. The childminder and parents discuss personal information and starting points for each child.

Inclusive practice is carefully promoted and the childminder makes significant effort to ensure that she meets the individual, specific needs of each child. She

makes sure all children are included and valued. For example, babies enjoy creative activities, such as painting.

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

The children are confident and relaxed with the childminder. They learn respect for themselves and others as the childminder seeks explanations for poor behaviour and encourages them to consider why certain behaviour is not acceptable. She is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group.

The childminder organises the environment well, offering children a good mix of planned, adult-led and child-initiated activities. She supports learning by talking to the children about what they are doing, what they see on outings and activities. On walks they count cars, look at colours and play 'I spy'. They use their imaginations with the childminder asking questions and getting them to think critically when using a range of small world resources and during spontaneous den building. Children build tall towers and the childminder encourages them to count, measure and name the colours of the bricks. The childminder uses good differentiation with the children to make sure the various group and individual games, such as board games and jigsaws including pair and animal matching, meet individual development needs.

Creative activities including dressing-up and art and craft are a major focus for the children. Children have access to a wide range of craft resources and enjoy activities, such as making elephant masks, sponge painting and celebration projects. In planned celebration craft younger children's personal creativity and ability to experiment is potentially affected as the childminder tends to overly guide and intrude with their work. Children's physical skills are promoted in the home and outside. For example, visits to various children's amenities and parks help to develop children's physical skills.

Children's understanding of the wider world is promoted satisfactorily well through resources, activities and discussion. However, the childminder has limited knowledge about providing different activities to support children's learning about diversity and this means children do not gain a full understanding of the world around them. They learn about nature by attending an animal petting session at the toddler group. This is extended by talking about animals and activities with toy animals in the home. Children learn about flowers and vegetables as they plant and care for sunflowers, pumpkins and tomatoes. They measure the sunflowers and paint sunflower pictures. Tomatoes are picked and eaten for meals. Opportunity to help in the garden extends their awareness.

Children's health is well promoted and they are well used to responding to the childminder's effective hygiene routines. Discussions with the children about personal care encourage them to confidently go and wash their hands after eating, outings and activities. When walking the childminder explains about why it is

healthy to walk and they are developing awareness of food as they bake and cook. Children learn about danger as the childminder explains about using slides and climbing frames safely and respond well to the childminder's rigid road safety routines.

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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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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