

Inspection report for early years provision

Unique reference number	EY392449
Inspection date	02/11/2009
Inspector	Jean Otter
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.

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 2009. She lives with her husband, one adult child and two other children aged seven and eight years in Ilkeston, Derbyshire. There are local schools, shops and parks nearby. All of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder is registered to provide care for five children under eight years at any one time. She is currently minding six children under eight years at various times, four of whom are in the early years age range. Overnight care is not provided. The childminder takes and collects children from local childcare facilities.

The childminder has procedures in place to support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Arrangements are in place to ensure all children attending the setting are included and safeguarded and their good health and well-being is effectively supported. Detailed written policies and procedures are clearly linked to the welfare requirements. The provision for children's learning and development is satisfactory. The childminder has not yet fully developed clear written plans that accurately reflect the children's learning priorities and value of the activities in relation to the early learning goals for each of the six areas of Learning and Development. However, she is beginning to recognise shortfalls in her practice and is committed to ongoing improvement. She is forming working relationships with parents and other professionals to ensure that children's needs are met and that information about their development and welfare is shared appropriately.

What steps need to be taken to improve provision further?

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

- identify clearly in the written plans each child's learning priorities and develop further the knowledge of the value of each activity with regard to the early learning goals for each of the six areas of Learning and Development.

The effectiveness of leadership and management of the early years provision

The childminder is committed to developing her practice and is looking to secure improvement by attending further training. The environment is fully inclusive and is welcoming, safe and fun. The childminder is alert to the verbal and non-verbal

communication of the children and responds appropriately to their needs. She discovers their interests by the use of good observational skills and through discussion with the children themselves and their parents and carers. A wide range of resources are accessible so that all children can make choices in their play which helps them to develop their confidence and imagination. Visits to other places of interest in the local community support the children's all-round development and knowledge and understanding of the wider world.

Comprehensive measures are in place to ensure children's safety and security, including effective risk assessment procedures. The childminder is vigilant about supervision and is fully aware of her responsibilities with regard to safeguarding. Good systems are in place to ensure children are protected from harm and neglect and documentation such as children's attendance is accurately recorded. Daily routines are well-managed, taking into account children's home routines, interests and preferences. Through discussion, activities and practice, the children are learning how to keep themselves safe, for example when on outings or in an emergency situation.

The childminder ensures new parents are aware of the setting's policies and procedures and how to express any concerns they may have about the childminding. She actively pursues the opinions of parents by means of a questionnaire and shares information with them on a daily basis regarding their child's routines, well-being and learning activities. Parents report that they feel confident with the care the childminder provides. The childminder is maintaining informal links with other settings and professionals, which supports consistent care for the children.

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

Observations and assessments are used to identify the stage of development each child has reached and which activities they enjoy. The childminder organises play that relates to these findings and all children take part in activities which are stimulating and enjoyable. She is beginning to recognise and promote individualised learning and how to expand on play to stretch the children's thinking and problem solving skills. She has a basic understanding of the early learning goals and the six areas of learning and is working towards identifying these in the activities provided, however written plans are disjointed, cumbersome and do not clearly show the children's learning priorities or the value of the activities provided and how these are linked to individual children's 'next steps'. This reduces the opportunities to effectively extend children's knowledge and skills.

Children are content and enjoy their time at the childminder's home. They happily participate in a mixture of adult and child-led play, which allows them a good amount of free choice. The childminder actively engages in their play and supports their growing independence skills. Children are encouraged to express themselves and there are good opportunities for role play and imaginative play. The childminder is developing her repertoire of activities and learning that by using her own imagination, she can extend the experiences for the children.

Children behave well and are learning to respect each other. The childminder uses good strategies to manage behaviour and uses language that helps children feel safe, talking about dolls 'being snug' for example. She rewards positive behaviour and praises the children consistently, which supports their self-esteem. The boundaries set within the setting are realistic and children understand what is expected of them. The childminder fully safeguards the children. They learn how to stay safe when on outings and to play safely on equipment in the garden or in the park. The home is well-organised to promote safety and children can move around freely and without harm. A safeguarding policy is in place and the childminder is confident regarding the procedures to follow should she be concerned about a child.

Children learn about how to be healthy and hygienic during bathroom and mealtime routines, understanding the importance of having clean hands and preventing germs spreading. She provides healthy meals and snacks which supports the children to develop positive attitudes towards a healthy lifestyle. Children are gaining an awareness of diversity through activities, resources and general discussion. This helps them to become aware of the wider world and to value and respect themselves and others.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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	3

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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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