

Inspection report for early years provision

Unique reference number	EY394356
Inspection date	21/01/2010
Inspector	Esther Darling
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 registered in 2009. She lives with her husband and children in the Church Gresley area of Swadlincote, Derbyshire. The driveway to the property is wide and level from the pavement to the door and so easy to access. The whole of the downstairs of the house is used for childminding with toilet facilities in this area. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under the age of eight years at any one time. There are currently two children on roll on the Early Years Register. The family has two pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a safe, welcoming and stimulating home environment for children. She has a sound knowledge of each child as an individual and uses this information to ensure their welfare needs are fully met. Planned activities and interesting free play opportunities help all children to make satisfactory progress in their learning. Good relationships with parents and others providing for the children ensure children receive continuity in their care. The childminder effectively evaluates her practice and demonstrates a capacity for ongoing improvement in some areas.

What steps need to be taken to improve provision further?

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

- ensure that you are more familiar with the early learning goals and how to work with children to achieve them, as set out in the Practice Guidance for the Early Years Foundation Stage
- use observations and assessments to plan learning experiences that help children make progress from birth towards the early learning goals

The effectiveness of leadership and management of the early years provision

The childminder is well organised and places high priority on promoting children's health and safety. She has a very good understanding of her responsibilities towards protecting children from abuse and neglect and knows the appropriate action to take if she has any concerns. Risk assessments are clearly recorded and cover all environments the children use. The childminder supervises the children carefully at all times and ensures the toys and materials they use are safe and appropriate for their ages. The childminder accurately maintains all of the necessary documentation, including registers of children's attendance and parental consent forms. Her documentation is readily available in the event of an emergency. The childminder is in the early stages of establishing her business and

is proactive in seeking ways to constantly improve her practice. She has completed all of the required initial training and has attended several, relevant short courses. She has some plans for future development.

The childminder makes her home welcoming to the children by providing bright, child centred and spacious areas, where toys are easily accessible and children see their work and posters displayed on the walls. They have access to all of the ground floor, which enables young children to rest undisturbed and for all children to have plenty of space to move around and play freely. The childminder takes account of each child's interests and abilities, adapting activities to ensure all are included. The childminder develops good relationships with parents, ensuring they are well informed about her policies, procedures and business arrangements before children start. Through effective sharing of information the childminder gains a good understanding of children's individual needs and this enables her to promote their care. The childminder provides parents with basic information about their child's developmental stage, although, this system does not yet fully realise children's potential. Further information is shared with other providers, such as the local school, so that they work collaboratively to support the learning of children whose care is shared.

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

Children are happy and settled in the childminder's care. They readily involve themselves in purposeful play because the childminder provides a good range of toys and activities that immediately interest them and are well matched to their interests and abilities. The childminder involves herself fully in what the children do and she draws out their learning by talking to them about what they are doing and encouraging them to solve problems for themselves. Young children fully enjoy exploring materials, such as glue and paint and making their own creations. Children decorate recyclable materials with paint. The childminder plans for the children so that they benefit from a sufficiently broad range of experiences. She includes outings in the local and wider community, indoor and outdoor play and lots of everyday experiences such as planting and growing. Through such activities children learn to relate to others, express their creativity and appreciate the changing seasons. Information and communication technology is explored when the minicomputer is used and children are allowed to operate the remote controlled television. The childminder regularly observes the children and keeps a record of this, however, these do not link with or evidence their progression towards the early learning goals. She is beginning to identify a few next steps in learning for each child, although, these are not yet fully taken into account within her planning in order to maximise their learning and development. Written information, regular discussion and photographs provide a valuable record of children do, which is shared with parents.

The childminder effectively reduces the spread of infection by maintaining a clean and hygienic environment and helping children follow very good hand washing procedures. Children are developing a good understanding of how to deal with their own personal needs and even young children readily select or break open the

segments of their orange at snack time. They benefit from the childminder's good support for healthy eating, receiving a variety of nutritious light meals and snacks that they enjoy. Children have good opportunities to be active, pushing prams indoors and playing on small equipment in the garden. They help to maintain their own safety by willingly putting on their reigns before going out and taking part in fire evacuation practices. They play very well together and learn to share toys and cooperate with others. The childminder reinforces children's good behaviour with praise and use of reward charts and stickers, so that children recognise when they have done well. Children learn about a range of different beliefs and the childminder promotes this via activities that have meaning to them. For example, making pictures and patterns help children to discover the meaning of Diwali because they look at photographs and talk about similarities and differences beforehand.

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	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	3
The effectiveness of partnerships	2
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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