

Inspection report for early years provision

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Inspection date	13/01/2010
Inspector	Justine Ellaway
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 2006. She lives with her husband and one child aged eight years in Ripley, Derbyshire. The whole ground floor along with the first floor bathroom and one bedroom of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The family has a rabbit.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder regularly works with an assistant. The childminder is registered to care for a maximum of six children when working alone and for ten children when working with an assistant, at any one time. There are currently 15 children on roll, six of whom are within the early years age range. The childminder collects children from the local school and attends local toddler groups. The childminder provides support for children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and develop independence and confidence in this inclusive setting. Due to the childminder's effective interaction and planning they make good progress in their learning and development. Good partnerships with parents means that consistency of care is promoted well. The childminder is developing partnerships with other settings that children attend and her system for tracking children's learning and development. The childminder is effective in reflecting on her practice and identifying areas for improvement to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals
- develop effective communication methods between settings to ensure that there is continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is effective in promoting children's welfare and ensuring they are protected. She records any concerns about minded children and takes appropriate action to ensure child protection procedures are followed. The childminder's risks assessments along with a daily checklist ensure that the premises are safe for children. A good amount of information is included in the risk assessments for

outings and the childminder is effective in ensuring children's safety, for example, implementing a routine where children walk on the inside of the pavement and hold hands. All household members are known to Ofsted to ensure they are suitable to be around children.

Resources are well deployed to ensure the needs of all children are met. The childminder regularly works with an assistant and they work well together, undertaking different tasks to ensure that the needs of the children are met. Both the childminder and her assistant take time to get to know new children so that they are comfortable with both of them. There is a good range of toys and resources, with sufficient quantity to ensure children's inclusion in play. For example, there is a large amount of construction toys, so that if all of the children wanted to play with them there would be enough for them all to make their own model. The childminder has suitable resources that support children learning about the wider world, for example, she has play food from around the world.

The childminder demonstrates that she has the capacity to maintain continuous improvement. She has attended a good range of training courses since the last inspection and is currently working towards a qualification in childcare. She regularly reflects on her practice and involves her assistant in this process. Changes are made as a result, for example, having identified that the children loved playing with the small world hospital the childminder purchased an additional larger one that more children could play with together. The childminder also gathers feedback from parents and minded children to identify if things need to be changed or improved. Targets for the future will benefit the children who attend, as the childminder has identified further training courses for herself and her assistant, as well as developing her observation systems.

The childminder maintains a useful folder of information that parents are shown at the time of placement and is available to view at all times. This includes information about the areas of learning within the Early Years Foundation Stage. Parents comment positively on the range of activities provided and the usefulness of the daily diaries used to relay information. Parents are able to see their child's development file at any time. The childminder provides daily verbal feedback to promote consistency of care. The childminder has developed a useful relationship with other settings that children attend, as she links into their topics and extends this with the minded children. However, she has not yet developed this partnership to share information about children's individual learning to ensure continuity of support.

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

Children settle well and demonstrate they are comfortable and confident with both the childminder and her assistant, even those that have only been attending for a short time. The childminder is effective in her interaction as she joins in with play, which means that children learn through what the childminder is doing as well as the questions she asks. She makes her own construction model and through discussion with a minded child they decide it is a spider and chat about how many

legs it has.

Children are happy to play independently and explore the toys and resources. They use their imagination as they play with the small world house and play people. They enjoy puzzles and problem solving and the childminder assists, for example, by explaining how to complete a challenging jigsaw. Children develop their communication skills as they respond to questions and chat about what they are doing. They develop their social skills as they attend regular stay and play sessions, where they also have opportunities to play on large equipment that promotes the development of their physical skills.

Useful information is gathered by the childminder by reflecting on children's engagement in play, so she can plan future activities accordingly. For example, in identifying that a child does not like the feel of snow the childminder has planned activities around touch and exploring different textures to promote their confidence and creative development. The childminder makes relevant notes of what she has observed a child can do for each child. However, she has not fully developed the system to ensure that all aspects of all of the areas of learning are covered consistently to fully promote children's learning and development.

Children develop an understanding of right and wrong as the childminder uses suitable methods to manage children's behaviour. Children learn about safety as they practice the evacuation procedure on a regular basis. The childminder uses explanation to support children's understanding of safety issues, for example, explaining why they tidy away some of the toys. Children are supported to learn about good hygiene as they wash their hands, for example, after playing outside. They are encouraged to choose healthy options at snack and meal times and are offered drinks at regular intervals.

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

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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- improve the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 03/02/2010
- improve the written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 03/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 03/02/2010
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 03/02/2010