

Inspection report for early years provision

Unique reference number	106784
Inspection date	26/05/2010
Inspector	Jayne Rooke
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 was registered in 1999. She lives with her husband and two children aged nine and ten years in Appleby Magna, Derbyshire. The whole of the property is used for childminding. There is a fully enclosed garden for outside play. There are shops and schools within walking distance. Children are taken on a variety of outings and to local childcare and community groups. The childminder takes and collects children from a local school and pre-school. The childminder has two cats.

The childminder is registered to care for a maximum of six children at any one time. There are currently seven children on roll, four of whom are in the early years age range. The provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language. There is suitable access to the ground floor of the property for people with disabilities; bathroom facilities are available on the ground and first floor. The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good arrangements are in place to ensure that all children are included, safeguarded and their good health and well-being is supported well. The childminder works closely with parents and other childcare professionals to ensure that each child's needs are met and consistent information is shared regularly. Detailed written policies and procedures are informative and are clearly linked to the welfare and learning requirements. Children are meaningfully engaged in purposeful activities which help them to make good progress towards the early learning goals. Plans for children's future development are progressing well in most areas. The childminder is developing useful self-evaluation methods to guide and improve her practice and is keen to focus on this area of review.

What steps need to be taken to improve provision further?

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

- extend the range of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion and culture
- identify clear learning priorities to plan the next steps in a child's developmental progress
- develop quality improvement by using a systematic process, such as the Ofsted self-evaluation form, to identify strengths and areas for development

against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Children's safety and security is highly regarded. The childminder is aware of her responsibilities towards safeguarding procedures and has good systems in place to ensure that children are protected from harm and neglect. There is a clear system in place to record who has legal contact and who has parental responsibility. Children are closely supervised by the childminder indoors and outside of the home. They learn about safety rules from an early age as they are encouraged to play carefully with toys and equipment so that they do not hurt themselves or others. Children's attendance is accurately recorded and their daily routines are well managed, taking into account their individual routines and preferences. The childminder uses her existing professional knowledge and understanding of child development methods well. She ensures that children take part in a stimulating range of activities in a well organised and fully inclusive environment. She skilfully enables children of all ages to make choices and decisions for themselves, developing their confidence and capabilities.

The childminder is beginning to identify her strengths and areas for improvement and has taken appropriate action to address the recommendations from her previous inspection. Consequently, all of the necessary documentation is in place and is regularly reviewed to ensure it is up-to-date. Risk assessments are thorough and contain all of the essential information. She is keen to drive and secure continued improvement and actively seeks out relevant training and support to enhance her knowledge and skills. She builds strong and trusting relationships with the children and their parents ensuring that children's individual needs are met and that any additional needs are sensitively managed and supported. She maintains effective partnerships with all those involved in children's welfare and learning so that children receive consistent and complementary care. Parents views and suggestions are sought and respected. They feel valued and pay many complimentary tributes to the childminder's 'relaxed and welcoming, homely environment in which children develop confidence, settle well and make friends with others'. They receive detailed information about the childminder's policies and procedures and are well informed of all regulatory matters.

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

Children show a happy disposition towards their learning as they explore, investigate and use their creativity and imagination. They are actively engaged in a well-balanced programme of adult-led and child-choice play which builds on what they already know and can do. This successfully supports their developing knowledge and skills across all of the areas of learning. They play freely with a wide range of creative materials such as play dough, modelling tools and birthday candles to make a pretend celebratory cake. This helps them to act out and recall recent and past events. They use a variety of writing equipment, paintbrushes and

their fingers to make marks and patterns which helps them to develop early writing skills. Young children are fascinated by how things work, they continually repeat a range of actions such as building and knocking down towers and posting different shapes into the shape sorter toy, showing great delight at the result. They learn how to operate simple mechanical toys such as a microwave oven, mimicking familiar actions that they have seen at home. The childminder skilfully interacts with the children helping to consolidate their understanding of safety issues as they role play putting on the oven gloves because the oven is 'hot'. Books are readily accessible to all children and they are keen to select their favourite stories for shared reading. Younger children confidently turn pages and lift flaps as they point to pictures and vocalise different sounds and words which helps them to understand that reading is fun and purposeful. Children compare weight and measurement when they are baking and practice counting during everyday play activities. They become skilful at matching and sorting by size, shape and colour as they play with a variety of toys and puzzles. All children enjoy musical games and rhymes in the home and take part in a wide range of social activities in their local community. They are physically active indoors and on outings and have regular opportunities for quiet play and rest throughout the day. Children show familiarity with consistent routines which leads to safe and positive behaviour. They are happy to help with tidying away the toys and respond positively to the childminder's gentle encouragement to share with others. They are encouraged to follow good personal hygiene routines and to lead healthy lifestyles in their diet and nutrition. As a result children learn about healthy foods and how to grow vegetables which are good for them.

Children have good access to a wide range of toys regardless of their gender. Girls and boys delight in role play with the toolkit and dollies, showing much interest in feeding the baby and fixing the tools together. They are beginning to appreciate people's differences and similarities as they look at books which show people from around the world and become sensitively aware of people with disabilities. However, opportunities to extend this area of learning are sometimes missed. This potentially minimises children's knowledge and understanding of diverse communities.

The childminder speaks positively and kindly to the children, setting realistic and achievable goals and boundaries so that children understand what is expected of them. This helps them to develop their confidence and skills for the future. Observations and assessments are used well to identify areas for continuous provision across each area of learning and to inform future planning. However, priorities for next steps learning are not always clearly identified. This potentially minimises opportunities to further extend children's knowledge and skills.

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	3

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	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	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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