

Inspection report for early years provision

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Inspection date	11/03/2010
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 two young children in Long Eaton Derbyshire. Access to the home is level with a small step over the front door frame; there are two steps down to the back garden. The whole of the downstairs of the house is used for childminding with toilet facilities on the first floor. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range. She is registered to care for five children under the age of eight years at any one time, and two children in the early years age range. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy because the childminder gets to know them well and provides a homely, welcoming environment where they feel valued. Children make satisfactory progress in their learning and partnerships with parents generally provide effective support for their welfare and learning. Overall, there are sound strategies in place to safeguard children. The childminder maintains records, policies and procedures which support the day to day running of her business. She has very recently begun to care for children and look at ways to monitor the quality of the service she provides, and to identify her strengths and weaknesses and actions needed to improve the service she provides for children and their families.

What steps need to be taken to improve provision further?

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

- ensure that the record of accidents and first aid treatment contains sufficient detail
- build on planning and resourcing a challenging environment which supports and extends specific areas of children's learning and extends and develops children's language and communication in their play
- develop a culture of reflective practice and self-evaluation to continue to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect as all members of the household, including visitors, have had the required checks to ensure their suitability. The childminder has a clear understanding of her

responsibilities including referring concerns about children's welfare and information is readily available to enable her to act without delay. Overall children are safeguarded in the home and on outings, for example, appropriate restraints are used in the car and the childminder takes out a mini first aid kit and identification with her in the event of an emergency. Areas used by the children are well maintained and comfortable. Risk assessments are effective in ensuring that potential hazards in the home are minimised. The childminder has a fire evacuation plan and sufficient fire detection equipment. All of the required records are kept, although accident records do not contain sufficient detail and this has the potential to impact on children's welfare.

The ground floor of the childminder's home is organised to encourage children's independence and to give them choice about where they wish to play. Toys are organised so children can help themselves. In the living room there is space for them to play at floor level and an accessible shelving unit as well as items in boxes at floor level. Consideration is given to using the garden and the local environment for helping children's development and learning.

The childminder has a satisfactory understanding of the Early Years Foundation Stage. She plans activities and outings that the children are interested in because she gets to know them well. Sufficiently evaluative observations are made at regular intervals to assess children's progress and identify some of their next steps. As a result they provide a basis for future activity planning for children. A simple range of appropriate activities are planned for children. These plans do not yet identify the areas of learning. Therefore, some areas of development are possibly overlooked at this stage. Positive relationships are established with parents. Children's welfare is promoted because all parties share information that ensures any problems are swiftly addressed so that children are happy and secure. Parents comment positively about this. Ways of exchanging information about children's progress across all areas of learning are relatively informative. The childminder values children as individuals and through play materials depicting positive or non-stereotypical images of the wider society she helps children to understand the world around them.

Systems to evaluate the childminder's practice and the service provided are satisfactory and measures have been taken to address the areas raised at the registration visit. The childminder finds ideas and support from her local childminding group to consider ways to improve the service she provides. She has identified several short courses that she would like to undertake when they become available that are relevant to her business and to help drive improvements in the service provided to children and their families.

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

Children make satisfactory progress in their learning and development. The childminder gets to know the children and their families. Settling procedures take account of the needs of the child and the family. The childminder provides a welcoming environment for children in order to help them feel secure and happy.

For example, a young child shows great confidence in their relatively new surroundings whilst wandering around contentedly and selecting toys independently. Children engage in activities that they enjoy because the childminder finds out what excites and interests them, such as singing and dancing with musical instruments. They relish opportunities to express themselves via drawing or painting.

Children develop their physical skills when build towers with large construction bricks or play on the large equipment in the garden. Learning environments other than the childminder's home are used regularly, thus extending the range of activities and play materials that they have access to. They go to the local nature reserve and enjoy pointing at the different birds here and in the childminder's back garden which fosters their knowledge and understanding of the world. Overall the scope of activities indoors and out provide children with a suitable range of experiences across the six areas of learning.

The children are given sufficient opportunities to develop their social skills. They learn to sit at the table with the childminder or her assistant to have their drinks and meals. They are encouraged to tidy toys before getting other items out in order to help and to ensure they do not fall or trip. With adult support they learn to share toys and are learning to be tolerant of each other at a young age, whilst still feeling secure enough to express their strong feelings. Children are learning about being healthy as they wash their hands after using the toilet. The childminder provides healthy snacks of fresh fruits and children learn that that a balanced diet is important because the childminder ensures that their plate includes a variety of foods. Children can access their drinks most of the time and reap the benefits of the sense of well-being that daily fresh air and exercise brings about. They have access to some equipment which promotes skills for the future such as real, non-working IT equipment or toy mobile phones.

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	3
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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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