

Inspection report for early years provision

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Inspection date	31/01/2011
Inspector	Diana Pidgeon
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 2003. She lives with her husband and two children in Dronfield. The whole of the home is available for childminding purposes with the main play area being a playroom on the ground floor. Children use a bedroom on the first floor for rest and also a bathroom at this level. There is a fully enclosed garden for outside play. The family has a pet dog.

The childminder is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time. She is currently minding eight children, six of whom are in the early years group. The childminder walks to local schools to take and collect children and attends the local toddler and childminding groups. She is a member of an approved childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and clearly enjoy the wide range of interesting activities, which helps them to make good progress in their learning and development. The childminder knows the children well and ensures that they are all included. She works closely with parents to ensure individual needs are known and that information is reliably exchanged to support all aspects of children's education and welfare. The childminder reflects upon her practice and has a clear plan to ensure ongoing improvements are made.

What steps need to be taken to improve provision further?

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

- review the systems used to observe and assess children so that children's next steps are clearly identified and that these are used to inform future planning
- develop the communication with other settings that children attend to support continuity in care and education.

The effectiveness of leadership and management of the early years provision

The childminder shows a high commitment to promoting children's safety and takes robust steps to ensure the home is safe and secure. Hazards are identified through risk assessment and appropriate steps taken to minimise these according to the ages and abilities of the children present. The childminder has a sound understanding of her responsibilities in relation to protecting children from abuse

and has clear procedures in place to guide her actions in the event of any concerns. She ensures that all adults coming in to contact with children are suitably vetted and that relevant records that protect children are routinely maintained. The childminder clearly follows her procedures and promotes children's general health and safety through good practice.

The childminder provides a welcoming, child-friendly playroom where children have very good access to a range of play activities and resources from which they can readily choose. Their sense of belonging is enhanced through seeing their work and photos displayed. The childminder recognises the importance of outdoor play and provides many opportunities for children to play and explore in her garden and the wider community. She provides a varied week for the children with a good balance of freely chosen play, adult-led activities and opportunities to mix with others. The childminder has a clear knowledge of each child's background and needs. She takes account of the children's interests in her planning and adapts activities to ensure all children are included. The childminder works closely with parents, sharing information about her business at the outset and communicating about the children on a daily basis. Useful daily diaries are provided for parents of younger children and all parents are kept informed of what is planned for the children and what progress they make in their learning and development. The childminder is beginning to share information verbally with other settings that children attend and is aware of what topics children cover and some of their achievements. However, this is not yet developed sufficiently to fully support continuity in children's learning.

The childminder continues to develop her knowledge through attending training and by being a member of a local network. She has taken positive steps to address the hygiene recommendation made at the last inspection and has implemented the use of disposable towels to reduce the spread of infection. She has reflected upon her practice, recorded her improvements and identified actions for the future which will further enhance what she provides. This demonstrates that the childminder successfully makes improvements and that she is well placed for this to continue.

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

Children are happy and settled in the childminder's care. They show high levels of enthusiasm as they explore the activities and materials available and cooperate with the children around them. The childminder interacts extremely well with the children to further their learning, for example, by encouraging them to talk about what they see and to predict what might happen. Children really enjoy examining a range of sea shells using all their senses to say how they feel and what they can hear as they put the shells to their ears. They sort the shells into types and count them as they put them in and out of containers. They learn about handling items with care and explain that they can easily break. Children further explore materials as they collage using shiny papers, and babies are fascinated as they shake toys and hear different sounds. Older children like to make music and do this using an

array of instruments from around the world. The childminder provides some adult-led activities such as story-time, where the children are fully involved in predicting what will happen and taking turns to turn pages and open flaps on books. She sits with the children close to her and ensures they are all fully involved. The childminder observes the children and through her records of their achievements demonstrates that they make good developmental progress whilst they are in her care. She shows through her planning that all areas of learning are duly considered. However, children's progress is not maximised because their next steps in learning are not clearly identified nor reflected within the planning process.

Children behave very well and develop good personal qualities that enable them to take responsibility and act independently. For example, children help themselves to toys and also tidy away afterwards. They use good manners as they play and show kindness towards others. Children start to show independence, for example, by removing their own shoes as they come indoors. They are learning to wash their hands and why this is important. Children eat well and the meals and snacks provided by the childminder make a significant contribution to children's intake of fresh fruits and vegetables. The childminder talks with children about healthy foods and they recall how they have grown vegetables, picked and eaten these as they look at posters displayed in the home. The children also recall past events from photos and displays and look forward to going to the shop to buy their food items for their Chinese New Year celebration. Their knowledge of the wider world is significantly enhanced through outings in the local area, such as walks in the woods, and to more distant places of interest. The childminder is sensitive to children's individual needs and provides a daily routine that offers rest for those who need it, quiet times and plenty of play that encourages children to be active and creative learners.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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