

## Inspection report for early years provision

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<b>Unique reference number</b>	207661
<b>Inspection date</b>	05/07/2011
<b>Inspector</b>	Yvonne Layton
<b>Type of setting</b>	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 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with another childminder at her home. Individually she is registered to care for a maximum of three children under eight years at any one time, no more than one of which may be in the early years age range. When working with another childminder jointly they may care for seven children under eight of whom no more than four may be in the early years age range. Currently, there are seven children on roll all of whom are in the early years age range. All attend on a part-time basis. The childminder lives with her partner and three children, aged six years, twenty-one months and eight months in Whaley Bridge, Derbyshire.

The whole of the ground floor is used for childminding, as well as the bathroom on the first floor. There is a secure garden for outside play. Access to the house is via steps to the rear door. The family have a rabbit. The childminder walks to the local school and children's groups to take and collect children. She takes children on outings.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time with the childminder. They make good progress in their learning and development and their welfare is supported well. Inclusive practice is carefully promoted with children's needs effectively met. Links with parents and the liaison with other providers are effective. The childminder reflects appropriately on all aspects of her provision to develop the quality of the setting and to drive and maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- enhance the learning environment by extending themed activities to encourage children to explore, develop and represent learning experiences that meet all areas of learning and help them gain respect for their own cultures and beliefs by obtaining related information for each child
- develop further the culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively protected as the childminder has secure knowledge of her role and responsibility for safeguarding children. Their welfare is promoted well as the required records, policies and procedures are in place. Children's well-being is assured as the childminder is alert to safety both in the home and on outings. Security of the premises is robust supported by detailed risk assessments. Established fire evacuation procedures ensure children are protected. Children's health is supported soundly as she has established consistent hygiene procedures and routines.

Children are helped to make good progress and their development is encouraged as the childminder is knowledgeable about implementing all aspects of the learning and development elements of the Early Years Foundation Stage. Each child has an individual assessment record which records children's progress and next steps. Assessments are linked to the areas of learning and are used to inform the planning of activities. Children are provided with a range of interesting activities and mini-themes are developed from their ideas, interest and routine events. However, there are some lost opportunities as generally topics are not fully extended and explored and children's sense of self is not fully enhanced as information about religion and culture is not obtained.

Partnerships with parents are well established which help to create consistency between the home and the setting. They are provided with quality information about the care and education of their child. 'All about me' records are completed at the start of the placement and ongoing during the child's time at the setting. Parents have access to their child's 'Learning Journey' file and the childminder provides them with a three monthly review of their child's learning based on the six areas of learning. This is also shared with any other childcare providers involved with the children. Parents are able to provide their own comments and observations. Alongside the review, the childminder provides individual communication books to enhance good liaison between herself and other childcare providers.

Inclusive practice is well promoted and all children are included in activities. The childminder knows the children well and is alert and responsive to individual needs, development and personalities. She is confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully.

The childminder and her co-minder work well together, they are very clear about their individual roles and responsibilities. Both are committed to continued training and recognise each other's strengths. Children's learning and welfare benefit as the childminder's routinely discuss activities provided and children's individual development and needs. However, reflection and evaluation of all aspects of the provision is still in its infancy.

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

The childminder is keen to provide children with a positive experience and a sound base to support their learning. Interactions are good and children benefit as the childminder is warm and caring with them. Children enjoy purposeful play through a range of planned, focussed, spontaneous and child-led activities which ensures that they make good progress towards the early learning goals. The childminder provides a selection of activities each day initially, with the children encouraged to self-select activities both through access to cupboards and by looking at a resource book.

Children learn about the world around them and diversity through discussions and activities relating to different people and cultures supported by books, resources and discussions. They learn about disability as they experience using a wheel chair. Varied outings including visits to children's groups, walks to town, parks, fields and woods enrich children's experiences.

Colour, letter, calculation and mark making development are supported well within spontaneous, routine, child-led and focussed/themed activities. A wide range of games and picture cards are used to enhance learning. Creativity and exploration is promoted well as all children enjoy access to a variety of art, craft and imaginative activities, such as role play and 'small world'. They enjoy art and craft including making finger puppets, clay dinosaurs and junk box space rockets. Role play in a play kitchen results in children making their own pizza. A love of music and books is promoted by spontaneous and planned singing, story times and visits to the library. Children and the childminder share books where the pictures are used to explore other concepts, such as how many items can they count and what colour things are.

Children's communication is enriched as the childminder uses lots of open questions and uses a wide range of vocabulary to encourage the children to express themselves. They have a sense of self-worth as they follow the childminder's behaviour boundaries. She is extremely alert to responding to children's individuality and different personalities. They learn respect for themselves and others as they start to share and take turns. The childminder increases children's socialisation and social skills by visiting children's groups. The childminder is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group.

Children's health and safety is well promoted. The childminder has effective hygiene policies, procedures and consistent routines. Children learn about caring for their teeth as they enjoy a Dental Play box and use their own toothbrushes to clean their teeth. Strong relationships with the childminder and co-childminder help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through discussions, robust routines and activities. Children gain an understanding about food as they grow strawberries and tomatoes. They devise shopping lists using pictures and go and buy food from

the shop. Children keep fit as they walk daily, visit local amenities, where activities include football and ball games and enjoy outside and indoor play in the home.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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