

## Inspection report for early years provision

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<b>Unique reference number</b>	207514
<b>Inspection date</b>	11/10/2011
<b>Inspector</b>	Linda Moore
<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 1987. She lives with her husband in a house in Belper, Derbyshire. The whole of the childminder's house, except for the first floor main bedroom and bathroom, are used for childcare purposes. There is a fully enclosed garden available for outside play. The setting operates each weekday from 8am to 5pm all year round.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently three children on roll, all are on the Early Years Register. The childminder is a member of the National Childminding Association. She takes and collects children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and enjoy their time with the childminder where they make satisfactory progress in their learning and development. The childminder is knowledgeable about safeguarding issues and the measures she takes to keep children safe and healthy are mostly effective. Positive partnerships are built with parents and other settings with information shared that generally supports children's needs. The childminder uses self-evaluation to help guide and improve her practice.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 25/10/2011

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

- review the risk assessment to include the arrangements for monitoring sleeping children
- use observations and assessments effectively to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information

- with each other and with parents
- provide and organise resources and a widening range of materials to ensure a balance of adult led and freely chosen or child initiated activities so children can make their own choices and express their ideas.

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

The childminder has a secure understanding of the Local Safeguarding Children Board Procedures; she has completed training and is clear about how to proceed should she have a concern. All adults living and working on the premises are known to Ofsted in order that their suitability can be checked. This helps to protect them from harm and neglect. Suitable safety equipment is fitted around the home and toys and equipment are in good condition. Systems are in place for the safe arrival and collection of children, entrance doors are kept locked to keep the premises secure and children are collected by authorised adults only. A written risk assessment is completed for all areas of the premises and outings; however, it does not include how the childminder monitors sleeping children to ensure their ongoing safety.

Documentation is well organised and maintained. A range of policies and procedures are in place and shared with parents. Children's records contain most of the necessary detail, with the exception of information about which adults have legal contact and parental responsibility for each child, this is a requirement. Children's health is promoted, cleaning routines are thorough so all areas are clean before children arrive; the childminder wears gloves to change children's nappies and visitors are asked to remove shoes to prevent cross infection on floors where young babies crawl. The premises are well-maintained and there is good space for children to play comfortably and enjoy their day. Suitable arrangements are in place should a child become ill or have an accident with appropriate record keeping for the administration of medication and any injuries, the childminder has attended first aid training to ensure her knowledge is up-to-date. She has completed food safety training and ensures the correct preparation and handling of food, such as washing hands and monitoring fridge and food temperatures. Parents presently choose to provide their own food, the childminder provides healthy fruit snacks and drinks.

The childminder has established positive relationships with parents. She encourages them to share what they know in order to meet their child's needs and this helps to create an inclusive environment. Parents are informed through daily conversation about what their child has done and their general well-being. She has developed a system to help monitor and track children's progress, through observing what children show they know and can do. Parents can access their child's profile at any time, although further encouragement to view the information on a regular basis and include their comments would help increase their involvement and enable them to contribute towards their child's learning at home. The childminder communicates with other settings that children attend, sharing information with staff as children are dropped off and collected. However, more could be done to share specific information about each child's learning and

development to ensure consistency and cohesion in their learning. The childminder uses self-evaluation to identify her strengths and outline appropriate areas for development.

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

Children are content at the setting as they develop positive relationships with the childminder and are comfortable in her care. They form new relationships and play together well and this helps to build self-esteem and confidence. They are happy to play on their own as well as engaging with the childminder. Children are given choices from a selection of play resources on offer. They handle books and share them with adults, drawing their attention to the pictures. They have particular favorites such as 'The Beach' and enjoy showing what they know as they name the different objects. The childminder builds on the child's interest by taking them to visit a beach to play and experience real sand. Children are beginning to develop an awareness of number and counting. They independently build towers with bricks, this type of play with toys that come apart and fit together helps to encourage problem solving and simple planning. The childminder extends their learning by helping them to sort and categorise the bricks according to their colour. They count the bricks and some are moved away and they count again. This helps children develop an understanding of adding and subtracting. Children are supported to use some ICT equipment such as programmable toys. These are used to help children find out about and work with numbers and shapes.

Children begin to learn about the natural world as they walk through the local community or parks. They become aware of the different seasons, for instance as leaves change colour and start to fall from the trees. They have opportunities to use their imagination as they play with small world figures such as the different animals in Noah's Ark. They begin to learn about diversity through activities and resources and this helps them value and respect others. Children enjoy baking activities where they develop an understanding of measure and practise their small motor skills as they manage tools and equipment. They have daily opportunities for exercise and fresh air as they play outside or walk to local playgroups. They learn how to keep themselves safe, for example, when out and about they should hold hands and know they must stop at the roadside, they are made aware of 'stranger danger'. Whilst at the setting they help to tidy away their toys to reduce trips and accidents in the home. Children behave very well. They learn good social skills and how to interact positively with each other, such as to respect the feelings of others and to listen and play cooperatively.

Although some purposeful play and exploration is provided, activities are generally adult chosen and this can reduce children's opportunity to initiate their own play and learning. Free access is limited to some resources and materials where they can design such as paints, mark making and modelling, and these are important for children to express and communicate their ideas, thoughts and feelings. The childminder has compiled individual learning profiles for each child, using written observations and photographs to monitor their development. These provide details

of what children can do and the next steps in their learning. However, this information does not link effectively to activity plans to demonstrate how individual children are supported to achieve their maximum potential.

## 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>	3
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>	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

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