

Inspection report for early years provision

Unique reference number	EY284676
Inspection date	18/10/2011
Inspector	Janice Hughes

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2004. She lives with her husband and child aged 11 years in Chesterfield, Derbyshire. The whole of the ground floor and the upstairs bathroom and front bedroom of the childminder's home are used for childminding purposes. There is an enclosed rear garden for outdoor play. The family has two dogs, two rabbits, some birds and fish.

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 six children at any one time. She is currently minding nine children, all of whom attend on a part-time basis, and seven are in the early years age range.

The childminder collects children from neighbouring schools and undertakes visits to children's groups and outings. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settled in the childminder's care. Children are engaged in purposeful activities which help them to make good progress towards the early learning goals. Good arrangements are in place to ensure children are included and safeguarded, and their good health and well-being are supported. Children's safety is prioritised in the home and on outings. The childminder works very closely with parents and other childcare professionals to ensure that each child's needs are met and information is shared. The childminder is developing useful self-evaluation methods to guide and improve her practice.

What steps need to be taken to improve provision further?

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

- develop further systems to use observation and assessment to identify learning priorities and fully plan for each child in all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training, and as a result good safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. The childminder is able to identify signs and symptoms of abuse and is fully aware of her role and responsibility in protecting the children in her care. She has developed and maintains detailed risk assessments that enable any potential hazards to children to be minimised. These are thorough and contain all of the essential information. Children's records are

clear, up to date, easily accessible and stored securely to ensure confidentiality is maintained. All written consents are obtained from parents upon commencement of minding to ensure children's safety and well-being are effectively promoted.

The childminder is well organised and manages daily routines effectively to accommodate the individual needs of the children attending. The environment is utilised to its full potential to provide children with choices about where and with what they wish to play. She makes good use of her home, resources and time to capture children's interest and provide the motivation to learn. The childminder provides an inclusive service. She places high value on recognising children's uniqueness and meeting their needs. The childminder effectively supports children to recognise and value similarities and differences in themselves and others.

The childminder is enthusiastic and committed to her role; she is keen to drive and secure continued improvement and actively seeks out relevant training. She is ambitious for her provision and to further improve the outcomes for children. For example, she is preparing to continue to improve the outside area by growing vegetables in the garden. This will help children learn about healthy eating. She has begun to evaluate her practice through, for example, completing the Ofsted self-evaluation form.

The childminder builds trusting relationships with children and their parents to ensure that children's individual needs are met. She maintains effective partnerships with 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 environment'. Parents receive detailed information about the childminder's policies and procedures and are well informed of all regulatory matters. The childminder uses a variety of methods to communicate, for example, daily diaries, newsletters and a parents pack. There is a complaints policy that explains to parents what to do if they have a concern and it includes the regulator's contact details.

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

Children enjoy and achieve during their time with the childminder. They play confidently and have plenty of opportunities to develop their communication and social skills. Talking and listening are clearly recognised as being very important and are reinforced by the childminder throughout the day. She holds purposeful conversations with children to enhance their learning. For example, children play in the role-play kitchen and talk about going shopping. Children have good relationships with the childminder, taking part in playing games and laughing as they guess who is going to win or lose. These activities also reinforce appropriate expectations of the need to share and take turns. Children's behaviour is good; their positive self-esteem is maintained as the childminder creates a friendly, calm and relaxed atmosphere. She provides well for equality of opportunity and anti-discriminatory practice to enable children to learn to develop respect for themselves and each other. Children are encouraged to make choices in play,

keeping them active and interested. This ensures most children have the opportunity to make good progress in relation to their starting points.

Children begin to explore their creative skills and practise with single-handed tools to support future writing skills when taking part in craft activities. Children independently choose glue, foam cut-outs, and various types of paper when making pictures about autumn. During the activity the childminder also fosters the children's interest in number and colour and encourages investigation. The childminder observes children and knows their capabilities; she provides stimulating activities that she knows they will enjoy. Children benefit from a good balance of child-led and adult-initiated activities that sustain their interest. She has, however, not fully established systems to use the observations and assessments she makes to plan for children's individual learning priorities. As such, children may not build as many skills for the future as they are capable of.

Children are fascinated by how things work; they repeat a range of actions, such as building and knocking the towers down. They put different shapes into the shape sorter toy, showing great delight at the result. They learn how to operate simple mechanical toys, such as a kettle, mimicking familiar actions they have seen at home. Books are readily accessible to children and they are keen to select their favourite stories for shared reading. Children confidently turn pages and lift flaps as they point to pictures and vocalise different sounds, words and numbers. This helps children to understand that reading is fun and purposeful. Children compare weight and measurement when they are baking and practise 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. The childminder reinforces these skills as she promotes the use of computer games and activities.

A healthy environment is maintained through effective cleaning and hygiene routines. Toilet and hand washing facilities are easily accessible, supporting children's independence and helping them develop healthy practices. Children understand to wash their hands before snack time and use paper towels to prevent the spread of germs. The childminder works closely with parents to accommodate children's individual dietary needs, providing healthy meals and snacks that the children enjoy, which include home-made fish fingers. Drinks are available throughout the day to ensure children are well hydrated. Children benefit from the fresh air, exercise and opportunities to develop physical skills provided through the regular outdoor activities. For example, they have regular trips to the local park and use the garden daily. During activities and routines, children learn about safe practices, such as crossing roads carefully, or through discussions with the childminder about using scissors skilfully.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met