

Inspection report for early years provision

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Inspection date	24/11/2011
Inspector	Justine Ellaway
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 was registered in 2002. She lives with her husband and two adult children in Riddings, Alfreton, Derbyshire. The whole ground floor, along with the first floor bathroom, of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There are currently nine children on roll, five of whom are within the early years age range. The childminder collects children from the local school and attends local stay and play sessions on a regular basis. The childminder provides support for children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and comfortable in the setting where their needs are met. Most systems are well established so that children make good progress in their learning and development. The vast majority of the required information is recorded to promote children's welfare. The childminder's system for self-evaluation takes into account all areas of practice. She has developed a sound partnership with parents and carers and other settings that children attend.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being
- analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

The childminder regularly reviews her policies and procedures to ensure they are up to date which promotes children's welfare. She has a sound understanding of child protection procedures to ensure that any concerns are appropriately acted upon. She is aware of the procedure to follow in the event of an allegation against herself or a household member. She has attended training in safeguarding to update her knowledge. The environment is a safe place for children to play and the childminder undertakes a daily check prior to children's arrival. However, although she has written risk assessment documents in place, these are not sufficiently

detailed to address every aspect of the environment. Children's safety is effectively promoted when on outings. The childminder is aware of notifying the regulator of any changes to her childminding business.

Children are clearly comfortable in the environment. They make effective use of the space as they play, for example, they play on the floor in the kitchen and go outside when they choose. There are a good range of toys and resources to support children's learning and development, including, those that support children's understanding of the wider world. Children have access to books, dressing up clothes, jigsaws and small world people that positively reflect disability, race, religion and gender.

The childminder's evaluation of her practice is regularly undertaken. She is proactive in seeking advice and support from the Local Authority Improvement Officer and clarification on any issues or queries. She regularly attends training to update her knowledge and skills. Since the last inspection she has successfully completed a National Vocational Qualification Level 3. She has implemented changes to meet the needs of minded children, for example, purchasing additional resources to support a child with a specific aspect of learning. She has identified relevant areas for improvement for the future.

Useful information is shared with parents and carers so that they are informed about aspects of the childcare that affect their children. For example, the childminder shares a summary of some of her policies and procedures and parents sign to confirm they have read them. Parents are able to see their child's development file at any time. Parents receive ongoing communication about what their child has been doing. The childminder regularly shares information with other settings that children attend to promote consistency of care. She also gathers information about the activities and topics the other setting is covering so that she can continue this within her planning.

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

Children's communication skills and confidence are well promoted. The childminder gives the children lots of attention and joins in with their play. She successfully supports their learning during free play as she asks questions and joins in with their discussions. She guides children through clear instructions, which means that their independence is effectively promoted. She compliments them on their behaviour and their art work, to promote their self-esteem. Children relate well to each other and can play together harmoniously.

The childminder plans a balance of activities across the week, to provide variety and meet the needs and interests of the children attending. They have opportunities to socialise with other as they attend a local stay and play session and visit other childminders. The childminder records some useful information about what children can do. However, the system is not fully developed so that the childminder is tracking children's progress in the aspects of the areas of learning, to quickly identify any gaps in learning.

Children demonstrate a clear understanding of why they are washing their hands. They explain that they 'are mucky' and that this will go on their food. The childminder also talks to them about other self-care skills, such as the importance of brushing your teeth, to support their understanding. Children enjoy a healthy snack of fruit and choose which fruits they want.

Children enjoy being creative as they colour or draw or participate in adult-led activities, for example, they decorate things using felt tip, glue and jewels. They make good attempts to write their name and concentrate on how to form the letters. They have suitable opportunities to develop their physical skills as they use small tools indoors and go outdoors regularly. They play in the garden, for example, on the scooters and go on regular outings to the local park. They develop their knowledge and understanding of the world as they go outside to look for and feed the squirrels. They understand the routine of the day and what happens later, which supports their understanding of a sense of time.

Children demonstrate a sound understanding of safety. They take care when moving around the environment for example, when they get on and off chairs. During play they talk about safety issues, for example, using oven gloves when playing with the role play oven because it is hot. The childminder consistently supports this, for example, when a child is putting a doll in the pushchair, she talks about the doll sitting down otherwise she might fall out. They talk about road safety when out and about and regularly practise the evacuation procedure.

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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