

Inspection report for early years provision

Unique reference number	EY274376
Inspection date	17/01/2012
Inspector	Linda Moore
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 aged 10 and 12 years old in Derbyshire. The playroom, kitchen, conservatory and hallway on the ground floor and the guest room on the first floor are used for childminding. There is a fully enclosed garden for outside play. The setting is accessed via one step to the front entrance. It operates each weekday from 7.30am to 5.30pm Monday to Thursday and 7.30am to 3.30am on Friday, all year round. The family have two pet rabbits which live outside in the garden.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently eight children on roll and three are on the Early Years Register. The childminder attends carer and toddler groups and takes children to music and dance sessions, the local park and soft play facilities. She walks to the local school to take and collect children. The childminder holds a level 3 qualification in children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this friendly and inclusive setting. The childminder is knowledgeable about safeguarding issues and takes effective measures to keep children safe and healthy. She understands how to support children's learning and development and provides an environment that is child-centred, accessible and stimulating. Positive relationships have been established with parents and other settings, systems for sharing information ensure children receive the support they require. The childminder's self-evaluation system shows the strengths of the setting well and clearly identifies the priorities for improvement.

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).
- 31/01/2012

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

- develop further systems used to monitor and track children's achievements to ensure progression and consistency in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the requirements within the Early Years Foundation Stage and these are mostly met. Consequently, children's health and safety is well promoted. She is aware of how to safeguard children and clearly understands her role in reporting any concerns. Full written risk assessments are undertaken that cover all areas of the premises and outings. Also daily visual checks are carried out before children arrive. 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. Suitable safety equipment is fitted around the home and toys and equipment are in good condition. This means that children can play, learn and explore in safety.

The childminder's record keeping system is well organised and maintained. All documentation is clearly written and presented. A range of policies and procedures are in place and shared with parents. Equality of opportunity and anti-discriminatory practice are actively promoted as children experience activities, which enable them to learn and develop respect for themselves and others. The childminder recognises each child's uniqueness and her practice is wholly inclusive, so that everyone feels valued and welcome. She obtains comprehensive information about each child's care needs and manages daily routines effectively to ensure that the provision she offers is pertinent to all children attending. However, no information is sought in respect of which adults have legal contact and parental responsibility for each child and this is a requirement. The childminder provides a welcoming and stimulating environment for children where space and resources are organised effectively. There is a designated playroom that houses a wide range of good quality furniture, toys and equipment. These are used well to support children's learning and promote good outcomes.

The childminder has established positive working relationships with parents. They are kept well informed about their child's well-being and progress through daily diary sheets and learning profiles. Children's development is identified through written records, these show what children can do and identifies their next steps in learning. However, there is no clear process in place to link next steps to planning and track achievements. Also information is not always gathered consistently across each area of learning. Good partnerships are in place with other settings, such as, with local childminders, schools and private day nurseries. Information is shared in relation to each child's development to ensure cohesion and consistency in their learning. The childminder demonstrates a positive attitude to raising standards and the ongoing development of her practice. Her self-evaluation system is current and effective as it identifies the setting's strengths and outlines areas targeted for improvement.

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

Children settle well at the setting and develop a sense of belonging because the childminder is caring and attentive to their needs. The environment is stimulating with a variety of suitable and accessible resources, so they that can explore what is on offer and initiate their own play. This promotes their interest and enthusiasm to learn. Social skills develop well as children form new friendships and play cooperatively with other children. This builds self-esteem and confidence.

Children develop an interest and love of books as they sit with the childminder and listen to a story or visit the local library with her to choose books. They begin to experiment with writing and drawing as they access paper and crayons and use their fingers to paint. Here, they can express their ideas and explore how the paint feels between their fingers. Their language develops as they learn new songs and rhymes. Children listen well to instruction and follow simple commands. They are becoming aware of number and counting, such as counting and posting coins into a box and they are beginning to identify different colours and shapes. Children concentrate well and persevere when fitting pieces into a wooden jigsaw puzzle. The childminder sits with them to offer support and encourages them to talk about the animal pictures on the jigsaw puzzle pieces. They can name the animal and talk about the noises they make. Sand and water activities are provided that include different sized vessels and jugs, so that children can experiment with measure and pouring.

Children experiment with colours and textures as they design and create with a variety of mediums, such as, paint, glue and play dough. They enjoy hand painting or printing with paints. They manipulate dough with their hands and use cutters to make different shapes. Their fine motor skills develop as they learn to manage scissors, glue sticks and brushes. Children use their imagination well during role play and enjoy re-enacting familiar scenes as they care for dolls and dress-up in favourite costumes. They enjoy music and dance sessions once a week and these play a key role in language development. They also visit the sensory room at the local children's centre where they use their different senses to explore the different texture, shape, light and sound in the room.

Children have good opportunities to find out about the wider world. Activities are planned that cover current events, such as world sporting events or natural disasters. They develop an awareness of people's similarities and differences as they look through books and play with dolls and small world figures that reflect different lifestyles and cultures. These activities help children to embrace and value diversity. Children are developing their understanding of technology, as they begin to learn how to use a laptop and camera. They learn about the natural world and discover their local area as they enjoy planned walks, or help to recycle plastic bottles in the recycling bins. They examine change over time as they grow carrots and sunflowers in the garden.

Children adopt healthy lifestyles and learn which foods are good for them, eating healthy snacks, such as fresh fruit. They have daily opportunities to engage in

physical activity as they play in the local park. They are beginning to understand how exercise has a positive impact on their health. Children's awareness of personal hygiene is well supported as they learn to wash their hands at appropriate times. They are beginning to understand how to keep safe and avoid injury while playing in the home or when outside with the childminder as there are clear rules for behaviour. These are displayed and reminders given when needed. These measures help them to feel safe and secure while at the setting.

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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