

Inspection report for early years provision

Unique reference number	EY428424
Inspection date	19/01/2012
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 2011. She works with another registered childminder, her sister, and minds from her house. The childminder's parents and co-childminder's child aged three years lives in the home in Derby. All of the ground floor of the premises is used for childminding. At present, there is no outside play available at the setting. The childminder takes children to local parks and childcare settings. The setting is accessed via one step to the front entrance. The setting operates each weekday from 7.30am to 6pm all year round.

The childminder is registered to care for maximum of six children under eight at any one time, of whom no more than three may be in the early years age group. This number is increased when working with another childminder. There are currently two children on roll, both are in the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Both childminders have joint responsibility for the childminding practice.

The childminder is a member of the National Childminding Association and holds a childcare qualification. She takes and collects children from local schools. Parks, shops and places of interest are within easy walking or driving distance.

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. Their learning and development is promoted, however the implementation of the observation and assessment system is not fully effective. The childminder is knowledgeable about safeguarding issues and the measures she takes to keep children safe and healthy are effective. Positive partnerships are built with parents and other settings with information shared that generally supports children's needs. The childminder demonstrates a satisfactory capacity to develop her practice, although there is no system in place to monitor this process.

What steps need to be taken to improve provision further?

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

- develop further evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- develop further systems to monitor children's achievements to ensure their progression
- encourage parents to contribute to the observation and assessment process to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Suitable systems are in place to maintain children's safety and welfare. The childminder has a secure knowledge of safeguarding procedures and a clear understanding of how to report any concerns about children in her care. The home environment is safe and the childminder completes a written record of risk assessment to identify hazards and show the action taken to minimise any potential risk to children. Suitable safety equipment is fitted around the home and toys and resources are suitable and safe for children to use. These measures help to protect children from harm and neglect. Appropriate steps are taken to promote children's health. The premises are clean and well maintained and provide sufficient space for children to play and enjoy their day. Routines are implemented suitably to help reduce the risk of cross-infection. Documentation is well organised and maintained. A range of policies and procedures are in place and shared with parents. The childminder strives to ensure all children feel included and valued. She engages parents and encourages them to share what they know about their child in order to be informed and meet their individual needs. Ongoing daily verbal feedback ensures they are kept up-to-date about their child's well-being and what they have been doing.

The childminder has extensive experience of caring for children and understands how they learn and develop skills across the different areas of learning. She ensures activities meet each child's level of ability and interests so they can participate and enjoy themselves. Diaries and observation records show the type of play and activities children participate in during the day and these link to the different areas of learning and developmental stages. However, this information is not analysed effectively to clearly identify children's next steps and inform planning. This means activities are not used to full effect to maximise children's learning potential and children's progress is not accurately tracked and monitored. Although parents are welcome to view their child's learning records, this practice is not yet established to ensure their involvement in the observation and assessment process and their child's learning. The childminder communicates with other settings that children attend, such as the local school, sharing information with staff as children are dropped off and collected. Some information is obtained about what the child is currently learning to enable her to complement this and promote consistency. The childminder demonstrates a sufficient capacity to improve. She is able to describe some future areas for development, however, there is no system in place for self-evaluation to support the ongoing reflection of her practice.

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

Children are beginning to settle and develop confidence at the setting. They show they are comfortable in the childminder's company and are forming warm and positive attachments with her. They receive a high level of attention and consequently feel cared for and valued. The childminder sits with them as they play on the floor or paint at the table and gives lots of encouragement. A range of

toys and equipment are available to engage children's curiosity and some are organised to promote self-selection and independence. Children have opportunities to develop pencil control and practise making marks with pens, crayons and paper. They can select from a range of books and enjoy looking at the pictures and listening as the childminder reads a story to them, this motivates children to read from an early age. Children independently build towers with bricks and manipulate toys that come apart and fit together, which help to encourage problem-solving and simple planning. They show an interest in information and communication technology as they learn to operate equipment, such as, programmable toys. These are used to help children develop an awareness of letters, shapes, number and counting. Children experiment with quantities and measures as they play in sand and water. They fill and empty different vessels and containers and use a spoon to transfer sand from one container to another. These activities help develop small muscle control and hand and eye coordination.

Children's imagination and creativity is fostered as they design and make pictures with paint, scissors, glue and collage materials. They enjoy dressing up and playing with small world figures. Children play with toys and resources that reflect different people and this helps challenge their thinking about gender, religion, culture and disabilities, which encourages them to embrace differences. Children begin to learn about the natural world as they walk through the local community or parks. They become active and inquisitive learners as they explore the environment with great interest. For instance, children learn about the changing seasons as leaves turn a different colour and start to fall from the trees. They collect acorns to take back to the setting and discuss the properties of a pine cone, how it closes when cold. Children enjoy visiting the families' allotment to help check the vegetables and fruit. For example, they learn a pumpkin is not ready when soft and you twist pears when picking from the tree. They help to pull up carrots and notice the roots; they take them back to the setting to help prepare them to eat. Children learn the importance of eating healthily and taking exercise. Healthy snacks are provided and meal times are well organised. They have regular opportunities to be active and develop physical skills as they play on the indoor trampoline, dance to music and walk to the local park to play. Consequently, children grow stronger physically and become more balanced and coordinated. They behave well and learn how to interact positively with each other; for instance, to respect the feelings of others and listen and play cooperatively. They find out about danger and safe limits, such as how to use equipment properly and road safety. This helps children to keep themselves safe.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
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	2
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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