

Inspection report for early years provision

Unique reference number	EY269808
Inspection date	21/03/2012
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.

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 2003. She lives with her partner and four children aged one, five, seven and ten years in a house in Matlock, Derbyshire. The ground floor and first floor bathroom and child's bedroom are used for childminding. There are local shops, parks and a primary school within walking distance. The childminder is registered to care for a maximum of three children under eight years at any one time, no more than two of which may be in the early years age range.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is accessed via three steps to the front entrance. The setting operates each weekday from 6.30am to 6.30pm all year round and offers overnight care. There are currently six children on roll, of which five are on the Early Years Register. The childminder holds a National Diploma in Nursery Nursing and is also accredited to provide early education. She is 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 well cared for in this friendly and inclusive setting. The childminder provides a learning environment that is child-centred, accessible and stimulating. Positive relationships have been established with parents and other settings. Systems continue to develop for sharing information and observing and assessing children's development, to ensure children receive the level of support they require. The provision has a good capacity to improve as the childminder reflects on her practice and has a clear understanding of what areas to develop and how to do this.

What steps need to be taken to improve provision further?

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

- develop further systems that provide a summary of children's achievements to ensure their progression

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 meets them fully, 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. A written risk assessment is undertaken that covers all areas of the premises and outings; and daily visual checks are carried out before children arrive. This means 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 comprehensive range of policies and procedures are in place and implemented effectively. These are produced in booklet form to share with parents.

The premises are well suited and the outdoor area has been refurbished to provide a safe area for children to play. The childminder organises her space and resources to great effect, resulting in a welcoming environment that is conducive to learning. The educational programme provides rich, varied and imaginative experiences to stimulate and challenge children. A vast range of good quality furniture, toys and equipment are available and used with great effect. Careful consideration is given to the provision of resources which are pertinent to individual interests and backgrounds; this enhances children's learning and promotes very positive outcomes for children. Children's art work and models are displayed for all to see, this helps foster a sense of pride in their achievement and gives great value to their effort.

The childminder recognises each child's uniqueness and ensures her practice is wholly inclusive, consequently all feel valued and welcome. She obtains comprehensive information from parents at the onset to draw up individual care plans and ensure the provision she offers is tailored to meet their overall needs. 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 has established positive working relationships with parents. They are kept well informed about their child's well being and progress through discussion and daily diaries. She understands the importance of establishing effective partnerships with other settings such as local schools, and strives to achieve this through sharing relevant information, 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 demonstrate an extremely strong sense of security and belonging at the setting. They behave very well and show an excellent awareness of their responsibility towards each other. Younger children attend local groups where they socialise and play with others, they gain in confidence as they establish new relationships and this helps build good self esteem. The childminder and children form excellent relationships, she interacts positively with them and shows a high level of enthusiasm and interest in what they say and do. Children play a full and active role in the setting, they benefit from an enabling learning environment where they are encouraged to explore and initiate their own play. The childminder uses observation and analysis to determine each child's level of ability and guide her planning. She has identified the system she uses as an area she wishes to further develop and improve. 'Learning journals' are in place for every child, these

contain written observations, 'wow' moments and photographs. The information gathered is linked to the Early Years Foundation Stage, however, tracking children's progress is not fully effective as information is not obtained at the onset about children's starting points and clear links are not always made to the developmental matters assessment scale. Parents are welcome to view their child's profile at any time, although there are opportunities for this to be further encouraged and their comments sought and included.

Children develop firm foundations for literacy and numeracy. They have access to an excellent range of books and enjoy listening to stories; this motivates them to read from an early age. Children begin to experiment with writing as they practise making marks with large chunky crayons suitable for small hands, they use brushes to water paint in the garden and are given help to write and post a card to mommy on mother's day. They explore colour, shape and number during activities and routines, such as painting, using electronic board games or sorting and posting shapes in a shape box. Children enjoy role play and dressing up and can access a variety of creative materials; these are used imaginatively to design and produce a range of art work, for example, junk models, Easter hats and bird's nests.

Children learn about the natural world as they grow vegetables in the greenhouse, or learn about the seasons, collecting leaves during Autumn and playing in the snow during the winter. They collect bugs and use a magnifying glass to look closely at them. Children's understanding of technology develops as they use a laptop; the childminder shows them how to research the web when doing homework for school. A range of activities and experiences are provided to raise their awareness of diversity and help develop a respect for others. Children find out about peoples similarities and differences as they play with dolls and look through books, they learn about people who are less fortunate than themselves and participate in fund raising events to help. All of this helps promote an understanding of the wider world.

Children learn the importance of healthy lifestyles, such as, eating well and taking exercise. Through discussion they begin to understand what foods are good for you and posters about healthy eating are displayed on the wall. Children are provided with healthy food and drink options such as fish and pasta meals that include fresh vegetables and fruit. Following a request from parents a weekly menu is displayed on the wall and further information about how well they have eaten is recorded in daily diaries. The childminder makes up healthy meals for young babies, using fresh ingredients and storing them in individually labelled pots. Children benefit from daily exercise as they play in the garden, visit the local park and walk to schools and shops. Consequently, they grow stronger physically and become more balanced and coordinated. They learn how to use equipment safely and how to stay safe when out and about with the childminder, for instance when crossing roads.

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	1
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	1
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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