

Inspection report for early years provision

Unique reference number	205980
Inspection date	30/04/2012
Inspector	Janice Hughes

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 1985. She lives with her husband and one adult child aged 19 years in Sinfin in Derbyshire. The whole ground floor of the childminder's home is registered for childminding purposes. There is an enclosed garden for outside play.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of five children at any one time. She is currently minding two children, of whom one is in the early years age range. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The family has two dogs and two cats as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, inclusive home environment for children, where the majority of the welfare requirements are met and children's well being is generally promoted. She is observing the children's interests and achievements, but does not fully plan for children's learning priorities. There are limited resources and activities to help children learn about different cultures. The childminder has started to monitor her practice but she is not using self-evaluation effectively to inform future improvement to support further the outcomes for children. She has built up a sound two-way partnership with parents and is committed to developing her contacts with other professionals to ensure continued support for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct an annual risk assessment that includes aspects of the environment that need to be checked on a regular basis and keep a record of these checks (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register). 25/05/2012

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

- use observations and assessments to fully plan for children's individual learning priorities
- develop the activities to enable the children to begin to know about their own culture and beliefs and those of other people
- use self-evaluation to identify the setting's strengths and priorities for

development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected appropriately because the childminder has a sound knowledge of safeguarding procedures. The childminder has a sound understanding of the Local Safeguarding Children Board's procedures and has an appropriate awareness of the signs and symptoms of child abuse. This helps to protect children from harm and neglect. Adequate steps are taken to reduce the risk of cross-infection and there are procedures in place to encourage children's hygiene. The childminder carries out daily safety checks of her home to ensure children's safety, but she does not complete a record of the risk assessment which is a legal requirement. Suitable arrangements are in place to ensure children's needs are met should they become ill or have an accident. Documentation is appropriate and adequately organised, for example, the childminder maintains records for accidents, medication and each child's daily attendance. Children's records are clear, up-to-date, easily accessible and stored securely to ensure confidentiality is maintained.

The childminder organises her routine to ensure all children receive sufficient attention to support their individual needs. The environment is welcoming and organised. There are a range of toys and resources that children can freely access. These are safe for them to use and there is space for them to play comfortably and enjoy their day. The childminder provides a service that is inclusive for all children and their families to ensure children get the support they need to make satisfactory progress. The childminder has begun to evaluate her practice and started to develop a system to monitor and evaluate the provision. However, this monitoring system is not yet fully operational and, therefore, does not have an impact on the children's outcomes. The childminder's professional development is shown by the courses she has attended which include, for example, 'An Introduction to Observations and Assessments'. She has also completed the required first aid courses.

Sound relationships are established with parents and children. The childminder has developed written policies and a childminding profile relating to her service which she shares with parents, keeping them informed of her responsibilities. The childminder communicates verbally with parents on a daily basis and they are able to see their child's development sheets. This ensures parents are fully aware of the care provided and the activities their children have encountered during the time spent at the setting. The childminder liaises with other childcare professionals to help develop her knowledge and understanding of childcare. She understands the benefits of developing partnerships with other providers involved in children's care, to promote continuity.

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

Children are happy and settled in the childminder's care, and feel valued and included. The childminder draws out their learning by talking to them about what they are doing and encouraging them to solve problems for themselves, such as, building an 'animal pen' for the zoo animals out of construction toys. The childminder joins in and children giggle and smile as they roar and pretend to be lions and tigers as they put them into the pen. Through such activities children learn to express their creativity and become critical thinkers. The childminder observes and assesses the children and keeps a record of this in their development records. However, she does not fully use these observations and assessments regularly to plan for the children's individual learning priorities. This means that the children are not reaching their full learning potential. Consequently, they make satisfactory progress towards the early learning goals. The childminder knows the children's interests and does support this in their play. For example, she always has the children's favourite toys out ready for them when they arrive at the setting.

The childminder understands the importance of recognising and praising children's achievements to help develop sound levels of self-esteem. Children play generally well together and learn to share toys and cooperate with others. For example, children take turns as they play with the jigsaws matching the pictures and colours. Children laugh as they reveal the elephant and move on to complete the giraffe, being active learners. Children behave appropriately because there are clear boundaries for their behaviour. Children are encouraged to be independent, as they help themselves to toys. They are developing a sound understanding of how to deal with their own personal needs. They benefit from the childminder's support for healthy eating and have access to water constantly throughout the day to avoid dehydration. Children are developing their awareness of how to be safe as they move with confidence around the rooms. The childminder supports children to recognise and value their own differences by providing books. However, there are limited resources or planned activities to learn about other peoples cultures and beliefs. Children have relevant opportunities to be active. For example, the childminder provides sit-and-ride toys and balls to aid physical development. To enhance the children's physical development the childminder takes the children to the local park to explore larger physical equipment.

Talking and listening is clearly recognised as being important and is reinforced by the childminder throughout the day. The childminder sensitively repeats back words to support younger children's pronunciation skills without placing any pressure on the child. She holds purposeful conversations with children to enhance their learning. Children's language is extended as they look at books and the childminder describes the different pictures and asks questions to develop early language skills. Children particularly enjoy using crayons and create free drawing, these help develop their early writing skills. Children develop an understanding of mathematical concepts through daily routines and play. Their early problem solving skills are further encouraged through resources, such as, an activity cube and singing nursery rhymes. Children have opportunities to develop their technology

skills, as they play with electronic toys and games, for instance, the pop up toys and electronic sound games. These all provide valuable skills for future learning.

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	3
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	3
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	3
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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct an annual risk assessment that includes aspects of the environment that need to be checked on a regular basis and keep a record of these checks (Suitable premises, environment and equipment).

25/05/2012