

Inspection report for early years provision

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Inspector Debra Elizabeth Jean Dahlstrom

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 two teenage children in New Mills in Derbyshire. The whole of the ground floor of the property is used for childminding with toilet facilities on the first floor. There is a fully enclosed garden available for outside play. Schools, nurseries and some shops are nearby.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently nine children on roll. Of these, four are in the early years group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder ensures all children make sound progress in their learning and development. Her caring approach and friendly relationships with parents help children to feel safe and secure. The childminder has undertaken training since her last inspection. She has made use of some of this training to indicate her capacity to improve, such as the safeguarding and policy making. The childminder has also sought the support of a local authority development worker in order to assist her improving her practice. Policies and procedures have been updated in line with the requirements of Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

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

- develop more systematic observations and assessments of each child's achievements, interests and learning styles; use these to identify learning priorities and plan motivating learning experiences for each child
- develop links with other providers to provide effective continuity and progression by sharing relevant information

The effectiveness of leadership and management of the early years provision

The childminder supervises children well, particularly outdoors. Children are suitably safeguarded as the childminder has undertaken recent training to ensure she remains up to date with current procedures. An emergency plan is in place and regular evacuation drills are carried out to ensure that each child has the opportunity to practise this

The childminder has successfully met the four recommendations from the last inspection and also undertaken a number of training courses. In doing so, the childminder has made changes to her environment and knowledge to improve

safety for children. Having completed a self evaluation document she is now beginning to look at her future development needs and ways to improve upon her service.

Children of all ages make use of all the equipment available to them. Storage space is at a premium so the childminder rotates the toys and resources regularly. Children however can access some resources independently.

Parents confirmed they are very pleased with the care and the progress their children are making. Parent consents and children's details are in place with information about each child's interests and needs obtained in an 'All about me' booklet at the start of placement. Parents have access to children's records and their child's progress and development is discussed regularly. The systems in place for observing and assessing children are still in the early stages of development with only a few records made since the introduction of the EYFS framework. Links with other providers such as preschool workers or teachers have to date focussed upon the welfare of the children. There are no plans in place as yet as to how to share information about children's learning and development. These omissions in charting progress and informing other provisions about children's development and learning, means children's are not yet supported to reach their full potential.

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

The childminder has a sound knowledge of EYFS to enable children to satisfactory progress in their learning and development. Children take part in a variety of activities which support their skills in communication, literacy, numeracy and information technology. Whilst she has started to make some observations of children and assessing what they can do, the childminder has not done this frequently enough to maximise their progress.

The childminder knows the children well, organising activities and providing a level of challenge to sufficiently interest and engage them. For example, young children are helped to roll dough between their palms to make 'long worm shapes' to make 'legs' for their 'spider'. They like to be creative as they draw using different colours on the plastic mark making sheet. Examples of children's work are retained in their folders and many pieces are taken home to show to their families.

The childminder supervises children well, she reminds younger ones to stay safe, to sit on their bottoms as they climb onto their stools. Older children are encouraged to assist in moving large equipment onto the driveway to create more space when using slides and swings. Children's health is suitably promoted. Individual small hand towels are provided for each hand wash to reduce the risks of cross infection. Children bring their own meals and the childminder provides drinks and snacks. She offers toast and fresh fruit for snacks and juice and water to drink. The childminder and the children have grown cherry tomatoes and pumpkins which some children have happily sampled. This was undertaken as a means of encouraging children's interest in healthier food options and to help them learn about the wider world.

Children arrive happily at the childminder home and settle quickly. They enjoy warm and caring relationships with the childminder and her family and smile as they recognise photographs of their playmates. Regular routines help create a sense of security and growing independence as the younger ones learn to remove or put on their shoes as they go into the garden. The childminder spends time with them ensuring all feel suitably included, with gentle humour and sensitive corrections she supports young children early language. Children learn good manners as part of their daily routines, they are encouraged to take turns and share as they play together. They therefore make a positive contribution as they develop skills for their 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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 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

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| 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

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| 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: Met

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