

Inspection report for early years provision

Unique reference number	252189
Inspection date	05/01/2011
Inspector	Sue Riley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 1989. She lives with her husband on the outskirts of Worksop in Nottinghamshire. There are facilities close by such as parks, schools and shops. All of the premises are registered to care for children but the ground floor is mainly used for childminding. There is a fully enclosed outdoor play area to the rear and side of the premises. The family has three dogs, three cats, a parrot and a tortoise as pets.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for six children, of whom, three are in the early years age range. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder also offers overnight care. She takes and collects children to and from the local school and nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show good levels of self-esteem because the childminder gets to know them very well and values them as individuals. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. All aspects of children's welfare are suitably promoted which means that children are fully safeguarded. The childminder is starting to use the self-evaluation process to identify areas for improvement and this is being used to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- ensure children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with reference to outdoor play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder understands her role to protect them from harm. The childminder has a sound knowledge of safeguarding issues. She has a written detailed statement of the procedures to follow if she was concerned about a child. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16 and about her experience and training. Records of

risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Due attention is given to risk assessing outings with the children and a clear procedure is in place to guide practice when out in the community. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe. All required records and documents for the safe and efficient management of the children are in place. Confidentiality is maintained and documents are kept secure and very well organised. Detailed policies and procedures are in place and these are reviewed regularly or as any changes are made.

Parent partnerships are promoted well through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. The childminder exchanges information with parents daily as she talks and shares records about what the child has been doing throughout the day. Partnerships with other providers are well established and make a contribution to children's achievement and well-being.

The childminder demonstrates ambition, vision and drive to develop the provision further. Significant progress has been made since the last inspection and the childminder has worked hard to address all the issues. She has started to develop a system of self-evaluation in order for her to demonstrate that she is effectively reflecting on her practice and identifying strengths and areas for development to maintain continuous improvement within her service. The childminder attends training to continually improve her knowledge and understanding around caring for children. Space within the childminder's home is organised well to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. The childminder is aware of their individual needs and plans effectively to ensure toys and activities are accessible to all.

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

The childminder demonstrates a sound knowledge of the learning, development and welfare requirements to promote children's learning and care. The childminder is aware that children learn through play, she allows them to choose what they want to do and is able to extend their learning through the activities. Children's welfare needs are met and they achieve as well as they can as the childminder adapts activities to ensure they can all participate. The childminder has systems in place to monitor children's progress in relation to their starting points. Observations and assessments are ongoing and information is used to plan the next steps for children, taking into account their abilities, interests, likes and dislikes. The indoor environment is set up for children's learning. This allows children lots of free choice of activities and a wide range of resources. However, the outdoor play provision does not cover for all six areas of learning effectively as

it is mainly based around physical development.

Good, warm and caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers ongoing positive support, praise and encouragement. This helps to build children's confidence and self-esteem. They see their art work displayed and know that the childminder values this, which helps to raise children's self-esteem and gives them a real sense of belonging in the childminder's home. Children are beginning to understand boundaries, rules and limits and why they exist. They are learning to use their manners and are encouraged to share and take turns. Children follow house rules and show a strong sense of security and feel safe within the setting. Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practices and learning all about road safety when out and about in the community.

The childminder promotes children's health well by taking a range of positive steps to encourage healthy eating and to help them understand the importance of regular exercise. The childminder provides all meals and snacks and is fully aware of the children's dietary needs. Meal times are social occasions where children learn social skills and appropriate table manners. Their independence is promoted as they help themselves to drinks when they become thirsty. Children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices. Children are encouraged to play outside, are taken for walks or visit the local parks so they feel the benefits of fresh air and exercise.

Children concentrate when playing and think critically of how and why things happen. For example, younger children play with interactive toys and quickly learn which part of the toy to press to get the response they want. Younger children learn how to communicate as they play, for example, they put a toy mobile phone to their ear and make sounds. Children learn how to fix things together as they play with the wooden train track and the older children play cooperatively with the trains. Older children are encouraged to make marks and trace over their names.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----