

Inspection report for early years provision

Unique reference number	252404
Inspection date	08/03/2011
Inspector	Patricia Bowler
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 was registered in 1991. She lives with her husband and one adult child in Beeston, Nottinghamshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of six children at any one time. The childminder is currently caring for four children in the early years age group and one older child.

The childminder walks to local schools to take and collect children and attends various community groups. She holds a recognised qualification in nursery nursing and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a clear understanding of the Early Years Foundation Stage which results in children making good progress towards the early learning goals. Children's welfare is efficiently maintained and supported by consistent partnerships with parents to ensure the continuity of care and meet their individual needs. The childminder continually strives for improvement by undertaking further training opportunities, however, has yet to firmly establish systems for self-evaluation in order to enhance her childminding service.

What steps need to be taken to improve provision further?

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

- improve the records of children's development to include parental involvement to establish what children can already do and to identify their next steps in learning
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- record in a log book the fire practises undertaken and evaluate any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a very good knowledge and understanding of safeguarding issues. She has attended training and knows the steps to take should she have any concerns. Checks are complete to ensure all adults in the household are suitable, and diligent arrangements ensure they are not left unsupervised with any person

not cleared to ensure children are kept safe. Written policies and procedures work effectively to inform parents and identify children's individual welfare needs. However, these do not fully identify starting points for their learning and development to support progress towards their next steps.

Accurate attendance records confirm children's arrival and departure times and secure safety measures minimise any hazards. A safety gate at the base of the stairs prevents access to the first floor and rigorous risk assessments ensure children are cared for in a safe environment. Children learn about their own safety through age-appropriate rules within the home. They know to take care in the conservatory due to the 'slippery floor' and to eat meals and snacks at the table. Outings are productively used to help children gain an awareness of road safety and what to do if they should become separated from the childminder. Although children know and practise emergency evacuation drills these are not recorded to establish when they have taken place or to identify any issues and resolutions.

A wide variety of toys, equipment and resources are easily accessible to children who confidently steer their own play. These are checked regularly to maintain safety and suitability for the ages of children present. Children develop an awareness of boundaries through consistent methods to manage behaviour and a sensitive use of praise and encouragement.

The childminder is committed to her personal development and regularly attends training. The childminder continually strives for improvement by undertaking further training opportunities, however, has yet to firmly establish systems for self-evaluation in order to enhance her childminding service. She provides an inclusive service by promoting positive attitudes and images of difference and diversity. Consequently, children gain awareness of themselves and others through their everyday play.

Parents receive clear information about the setting and complete documents to ensure children's individual care needs are met. The childminder has positive links with the local school and pre-school. Procedures are established to liaise with other professionals should this become necessary for individual children.

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

Children make good progress towards the early learning goals settling well and moving freely and confidently within the home. The childminder knows the children very well and organises her day effectively to meet their individual care routines and preferences. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. A colouring activity keeps them engrossed and they return to complete their artistic creations after enjoying a snack of biscuits and fresh fruit. Children take care to remove crumbs from the table so 'they don't get onto our pictures and spoil them'.

Children play alongside each other successfully and understanding the need to cooperate and resolve situations. They giggle delightfully as one child claps and

counts the number of jumps and hops another child completes. They listen carefully as the childminder reminds them to take care on the conservatory floor. Children request help to complete a train track when they encounter problems with a circular section. They work with the childminder to resolve the issue moving the position of track pieces to achieve this. 'We did it' announces a child responding with pride to positive praise received for their involvement.

An activity, developed after a child had accompanied parents to book a holiday, promotes children's development in mark making. They eagerly search through holiday brochures to select their chosen resort. Children talk about favoured resorts which 'must have a beach'. They then record their name, the page number, the total number of people who will accompany them and their estimation of how much the holiday will cost. They know which numbers form their totals and make effective use of wall charts to copy these onto booking forms. Children are developing their skills in technology through the use of a computer and talk about how these are used to access information and 'book holidays'. Children relate warmly to the childminder as she listens intently to what they say, engaging them in age-appropriate conversations to develop their spoken language.

Children are independent in their personal care. They know to wash their hands to minimise cross infection. Children enjoy healthy food options at snack time. Water and diluted fruit juice are readily accessible for children if they are thirsty. Parents provide packed lunches for children and these are stored appropriately until required.

Regular outdoor play is experienced in the garden, where a range of wheeled toys and equipment support physical play. Children visit the local recreational areas to experience open spaces and use the climbing equipment. Children are proficient in their use of local transport. They listen to recorded information which tells them of the next destination stop and follow digital information displayed to recognise when this is reached.

The childminder has a positive attitude towards difference and inclusion and promotes children's awareness through positive images in play resources. They develop an acute awareness of the local community and the wider world in which they live.

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	3

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	3
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	3
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
--	-----