

Inspection report for early years provision

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Inspection date	29/03/2011
Inspector	Tina Garner
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 1995. She lives with her husband and adult children in a suburb of Nottingham. The whole of the ground floor of the childminder's house is used for childminding with bathroom and sleeping facilities available within this area. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for nine children, four of whom are in the Early Years Foundation Stage. The childminder also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises children's individuality and has a sound understanding of their needs and interests. She is developing positive relationships with parents and carers, offering them information about her setting, being flexible and showing an interest in their home lives. Children are making good progress in their overall learning. The childminder takes steps to promote children's health and welfare through daily routines, minimising risks and good safeguarding awareness. The childminder has a positive attitude towards continued development and ensuring that the overall quality, care and outcomes for children improve.

What steps need to be taken to improve provision further?

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

- develop the system of assessing and recording children's progress, clearly prioritising next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential
- develop parent contribution to the learning journeys to support the assessment of children and help identify their individual starting points.

The effectiveness of leadership and management of the early years provision

Well-developed written policies and procedures underpin the childminder's activity to ensure that children's safety is given high priority. For example, children are supervised at all times and effective procedures are in place for nappy changing and personal hygiene to minimise the risk of cross-infection. All fire detection equipment is maintained and clear fire evacuation procedures ensure children learn

how to keep themselves safe in the event of an emergency. Comprehensive risk assessments are carried out and are regularly reviewed and updated as required. Children are safeguarded because the childminder has a good understanding of the importance of following the Local Safeguarding Children Board guidelines in the event of safeguarding concerns.

Children benefit from the effective partnerships the childminder has built with their parents. Clear information is provided for parents at the start of any arrangement and the childminder gathers detailed information about children's care needs so that these are met to a high standard. The childminder shares information daily regarding each child's activities and care routines. However, systems are not fully developed to enable parents to share what they know about their own children's development and starting points. The childminder is aware of the importance of working in partnership with other providers delivering the Early Years Foundation Stage and with other agencies involved with the children to ensure a smooth transition and a consistent approach.

The childminder has begun to implement systems to evaluate her daily activity with the children in order to identify areas of strong practice and areas for further development. She has sought the views of the parents about her childminding service and they report highly positive feedback regarding their child's care and welfare.

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

Children are happy, confident and settled in the comfortable and relaxed atmosphere of the childminder's home. They concentrate well as they complete jigsaw puzzles and take part in matching games. The childminder spends her time playing with the children and has a sound understanding of their interests and individual daily routines. The childminder makes use of interaction during play to support and progress children's learning through, for example, demonstration of skills and the use of gentle questions to make children think. Children make choices in their play and have good opportunities for play outside of the home. Their awareness of the outside environment and appreciation of nature are enhanced as they enjoy growing and planting seeds and bulbs. The childminder recognises the importance of offering young children social opportunities. They regularly meet up with other children at differing play sessions to enjoy social activities and special events. Children are making good progress with their learning. The childminder observes their learning and records their achievements in individual scrapbooks, which she then shares with parents. However, children's starting points and their next steps in development are not yet fully identified to ensure each child's future development is clearly planned for.

Children experience activities and opportunities to develop their skills suitable to their age and abilities. For example, children demonstrate confidence in exploring and accessing the role play equipment and playing imaginatively. The childminder sits at the children's level and provides encouragement and praise as she allows

the child the freedom to explore. They also listen to story CDs, sing songs and join in with action rhymes. Children undertake art and craft activities, creating pictures of their own design. Children begin to learn about diversity through books, toys and discussion with the childminder. They benefit from her fully inclusive approach and she encourages the children to begin to care for each other and to work together. For example, she supports them to share and to take turns. Children are able to make choices and decisions, they can select freely from a range of activities set out by the childminder and they show confidence to move between the variety of activities and play materials. They respond very positively to the childminder's kind, caring and calm manner. The childminder praises and encourages them enthusiastically, increasing their sense of achievement and promoting positive behaviour. They are beginning to take responsibility for their own safety when out walking and also in the home where they learn about playing safely.

Appropriate practices are in place to promote children's health. Children learn to understand simple good health and hygiene practices as they follow the daily routine. For example, they are aware to wash their hands before eating and after using the toilet. The childminder is flexible in the provision of meals in line with parent's preferences. Children stay hydrated as drinks are offered routinely throughout the day.

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
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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	2
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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