

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Alison Putnar
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.

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Description of the childminding

This childminder has been registered since 1995. She lives with her husband and two adult sons. The family live in a semi-detached house in the Mapperley area of Nottinghamshire. Minded children have access to most of the ground floor, with toilet and washing facilities available on the first floor. There is a fully enclosed garden for outdoor play. The premises are accessed by a low step. The childminder is registered to care for six children under eight years old at any one time. There are currently seven children attending part-time during the week, three children are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and regularly attends meetings for childminders and their children, as well as local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder values children's uniqueness and builds secure relationships with parents to ensure that individual needs are met. Communication with other settings the children attend, such as local pre-schools, provide continuity in children's development and welfare. Children make good progress in their development as they access a varied and stimulating range of activities. Methods for recording and tracking children's progress are developing well. The childminder uses her years of experience and knowledge gained at a variety of training events to ensure that children are safe and that their welfare is protected. She reviews her service through effective methods of self-evaluation, continually bringing about improvements to benefit the children.

What steps need to be taken to improve provision further?

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

- make further links between assessments of children's progress and future planned activities to help children to reach their full potential
- expand systems of working in partnership with parents to benefit children's learning, such as recording children's developmental starting points or together deciding next steps for children to work towards.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder is knowledgeable about child protection issues and confidently describes appropriate procedures to follow should she have concerns for children's welfare. Written procedures for safeguarding children are in place and are shared with parents promoting a shared

sense of responsibility in keeping children safe. Household members are appropriately vetted and children are supervised well to maintain their safety. Risk assessments are conducted for the home, trips and outings to further reduce the potential for accidents. Space is used effectively in the home to accommodate individual needs. Children play in the conservatory which offers direct access to outdoor play in the secure garden. The childminder recognises that some children learn better outdoors through physical activity. As such individual learning styles are respected as different children can choose to play indoors and outdoors at same time. The childminder maintains close supervision, positioning herself to see and hear all children ensuring they are safe, whilst allowing older ones to develop their independence as they play independently outdoors.

Routines are flexible to meet the needs of all and promote an inclusive service. A younger child has a snack early in preparation for sleep time. Children benefit from time to play in the childminder's home, garden and at local community groups. The childminder knows the children well and notes their interests in particular activities, from this she plans and provides a wide and interesting range of activities that help children learn and enjoy their play. She keeps records of individual's progress, including photographs and examples of their art work. She is beginning to highlight next steps for children to work towards and to make links between these and future plans for activities to help children reach their full potential. The childminder establishes supportive and trusting relationships with the children and their parents. This ensures that relevant information is shared openly enabling her to cater for individual and diverse needs. Daily discussions occur and written diaries include some information about children's development, although, systems for involving parents in deciding next steps for children's progress are less well established. Communication with professionals at other settings the children attend means that all are working together to support individual's needs. A good selection of toys and books that reflect positive images of our diverse society sensitively provide younger children with opportunities to explore and celebrate issues of different cultures, disability and gender.

The childminder presents an exceptional commitment and positive attitude to developing her skills, knowledge and the provision to benefit the children further. This is evident through the range of courses and training events she attends. These include aspects of child development and health and safety issues. In addition the childminder is working towards a Level 3 qualification in childcare and education. She constantly strives to improve, seeking and taking on board advice from relevant professionals, other childminding colleagues and through visiting other childcare settings to gather ideas and review her own service. Ongoing self-assessments evidence that she is moving forwards and continually improving, addressing issues raised at the last inspection and keeping abreast of changes such as the requirement to register with the food standard agency. Through questionnaires the childminder actively seeks feedback from parents in order to bring about positive changes. Children contribute to her reviews as they draw pictures of the activities they enjoy and what they like about the setting, older ones are able to record their ideas and feelings. This information is used to plan a further range of activities to enhance children's enjoyment and learning.

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

A welcoming environment is created, children are able to play, rest and eat in comfortable surroundings. A genuine commitment to providing good quality care is evident. Children are encouraged to make choices throughout the day, inside toys are stored accessibly to support individual's choice and thus foster their interest and enjoyment. Relationships are strong between the childminder and children. Children are confident enabling them to voice or indicate their needs. The childminder clearly understands a young child's non-verbal request for a snack and sleep. Children behave well in the setting and are sensitively encouraged to remember important social skills of using good manners and taking turns. As a result, the children get on very well together; two independently take turns throwing a ball for each other in the garden. Opportunities to mix with others of a similar age at toddler groups and the childminder's group also encourage good social development.

Good consideration is given to promoting children's health. All make good use of the outdoors benefiting from frequent opportunities to be active and gain fresh air. As well as developing physical skills when using the cars, bikes and balls the childminder skilfully introduces other learning experiences. For example, children practise writing skills for later in life as they use paint brushes to make marks with water on the patio. They explore aspects of nature and develop knowledge of the world as they grow vegetables, water the plants and feed the birds. Some visit the childminder's allotment to pick fruit for a jam making activity. During daily routines children show their understanding of healthy practices as they know they need to wash their hands after playing outside or when visiting the toilet. One describes 'could have germs and get a poorly tummy'. The childminder works with parents to ensure that dietary needs are accommodated; those present enjoy healthy snacks of fresh fruits.

The childminder effectively shares her time between all the children. She provides a range of toys to ensure that all can equally take part, for example, offering a younger child a lower bike to enable them to explore new skills in a safe manner. Children are encouraged to consider safety issues as they talk about holding the banister and childminder's hand when using the stairs. During school collection times children practise crossing roads safely with the childminder. The childminder engages in play with the children and maintains constant verbal interaction enabling younger ones to develop important language skills for the future as they hear and experience new words. Older ones are supported to expand their skills practising their pronunciation and talking about initial letter sounds. Opportunities are provided for children to develop early reading skills as they share books and begin to recognise letters in their name as they find their labelled peg when hanging up their coats or reaching for their flannel. These activities also support children's independence and enable them to feel a sense of belonging and valued.

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	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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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