

Inspection report for early years provision

Unique reference number	252482
Inspection date	14/03/2011
Inspector	Lesley Bott
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 1996. She lives with her two adult sons in Nottingham. The whole of the ground floor is used for childminding together with an upstairs bathroom. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 10 years. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled with the childminder. They are starting to make good progress in their learning and development as the childminder identifies children's individual needs. There is a commitment to on-going improvement as the childminder attends regular training to keep herself up to date with her practice. A portfolio of information contains the required documents to ensure the smooth running of the childminding arrangements. The childminder is beginning to reflect on her own practice and is pro-active in extending her knowledge and skills.

What steps need to be taken to improve provision further?

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

- reappraise the environment to which children are being exposed and make necessary adjustments to secure their safety at all times, with reference to access to the front door
- further develop the planning to ensure that this links with children's individual learning needs.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding in regard to her role and responsibilities to safeguarding and protecting children. Written policies and procedures ensure that she is aware of the process to follow should she have a concern over a child in her care. Written risk assessments are also in place for indoors and out, including visits to local facilities. These are reviewed regularly. In addition the childminder carries out daily visual checks prior to the children arriving

to ensure they remain safe at all times. However, children are able to gain access to the front door which could compromise their safety. Children's records required for the safe and efficient management of the childminding provision are in place and well managed. Parents have sight of these when their child starts and know they can view these at any time.

The childminder has established a positive vision for her service, stating that she wants to make learning fun for all the children. She reflects on her practice and has a commitment to continuous professional development. The childminder uses the Ofsted self-evaluation form to appraise her service and recognises the strengths of the setting. She is developing a good understanding of the Early Years Foundation Stage and has undertaken a well planned programme of on going learning opportunities to ensure that her skills are consistently updated.

The childminder has developed a strong and effective relationship with the parents and there is a good two-way flow of information, knowledge and expertise. Dialogue with parents ensure that children's needs are fulfilled. The childminder liaises well with other providers delivering the Early Years Foundation Stage for children to ensure that continuity of learning and care is in place. School projects are continued with the childminder. Children enjoyed a fairtrade day at nursery. This was then bought into the activities planned for the afternoon with the childminder to link the learning together from the two settings

Children's learning is well supported as the childminder has the time to give them ample individual attention. The childminder provides an environment that is calm and welcoming to all. It promotes and encourages positive behaviour as a solid basis for inclusive practice. The childminder is well aware of individual children's likes, dislikes and current stage of development. She has a thorough, sensitive settling procedure where children can attend taster sessions before they start. This information helps the childminder to provide an individualised service and have realistic expectations of the children.

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

Children are making good progress in their learning and development. Observations and assessment of children's work and activities are detailed. Their learning journeys contain examples of their work, photographs and thorough observations. Comments are recorded on the areas of learning, and plans for the children's next steps. However, currently there is not a process in place to link this information into the activities planned for the forth coming weeks to ensure that the gap in learning is met. The childminder is skilled at promoting positive attitudes to learning, ensuring that every child is suitably challenged by the learning experiences provided. This includes differential in children's age and development. Her calm approach motivate young children well and help them to make progress. Children's emerging language skills are advanced through their interest in singing and constant chatter with the childminder. Their concentration skills are developed through an interest in books and stories. Children enjoy the regular trip to the local

library where they choose a book to bring back to the childminders. Older children begin to identify three letter words as they look through books with the childminder developing their language and literacy.

Children have a positive relationship with the childminder and each other. They play alongside the childminder, including her in their play. They know the house rules and are encouraged to put the toys away when they are finished. Children celebrate and acknowledge the festivals of others as they extend and develop their understanding of different cultures. Children particularly enjoy the food tasting of Chinese food during the Chinese New Year. They take part in the community in which they live by visiting local toddler groups where the children develop social skills and learn to share and take turns.

Children make good progress in their learning. They know and comply with safety routines particularly when outside in the garden, only using the top end of the garden where it is safe to play in.

The childminder continually interacts with the children, sitting on the floor with them at their level to promote their language and communication skills. They enjoy discussing what happened at nursery that morning and what food they would like for lunch time. Younger children bring the building blocks over to the childminder as they begin to recognise colours and shapes.

Children remain healthy as the childminder's routine for nappy changes ensures that there is no cross contamination in place. Children have opportunity throughout the day to access their own individual drinking cups to ensure they remain hydrated while at the childminders.

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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