

Inspection report for early years provision

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Inspection date	07/03/2011
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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband in the village of Calverton on the outskirts of Nottingham. The whole of the ground floor is used for childminding with bathroom and sleeping facilities within this area. There is a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children within the Early Years Foundation Stage. The childminder also makes provision for children older than the early years age group which 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.

Children settle extremely well with the childminder and enjoy a warm, close relationship with her. She makes use of her home, garden and local community to offer many valuable learning experiences. Her practice is fully inclusive because she works closely with parents to meet children's needs. All children are treated as individuals and have their differing needs effectively met because the childminder has a sound awareness of their needs, stage of development, likes and interests. Policies and procedures are mainly effective in ensuring children's safety and well-being. However, information regarding parental responsibility and who has legal contact with the child has not been obtained. This is a legal requirement. The childminder demonstrates a strong commitment to improving the provision. She has systems in place to monitor and evaluate her practice and is committed to furthering her own knowledge and developing her practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take steps to safeguard children with regard to obtaining necessary information from parents about who has legal contact with the child; and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)
- 25/03/2011

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

- develop parent contribution to the Learning Journeys to support the assessment of children's development and to help identify each child's starting point.

The effectiveness of leadership and management of the early years provision

The childminder gives a high priority to keeping children safe. Thorough risk assessments and effective precautions enable children to play safely in the home and garden. The childminder has a comprehensive range of personalised policies and procedures that underpin her daily practice and these are added to and amended regularly. She has an enhanced understanding of how to safeguard children from abuse, and her written policies and procedures underpin this knowledge. Areas used by the children are well maintained, spacious and visually stimulating. Toys and resources are robustly organised so children can help themselves, which ensures they are excellently challenged and their interest is stimulated. Cross infection is minimised by the implementation of good hygiene procedures. In the main, required records are kept, containing comprehensive detail to enable parents to feel well informed and to promote children's welfare. However, information from parents about who has legal contact with the child and who has parental responsibility has not been obtained. The childminder takes positive steps to introduce children to the differences in society through activities, topics, books and sensitive discussion. She builds positive relationships with parents and uses a number of ways to ensure they receive good information about their child's day and developmental progress. Daily diaries, photographs and records of children's development keep parents informed about their child's achievements. The childminder provides parents with comprehensive information at the start of any arrangement and gathers detailed information about children's care needs so that these are effectively met. However, opportunities for parents, to input into initial assessments, and share information regarding children's starting points and is currently limited. The childminder has a good understanding of the Early Years Foundation Stage. Accurately evaluative observations are made at regular intervals to assess children's progress and identify next steps in learning. Children subsequently take part in activities which are based on practical and first hand experiences. The majority are pre-planned, although the childminder recognises the value of spontaneous learning opportunities based on every day occurrences and children's interests.

The childminder has a professional approach to her work. She has many years valuable experience that she brings to the role and this is clearly demonstrated by the calm and enabling way she works with the children. She has completed all of the required training and has attended a range of further additional courses to improve her knowledge base and skills. The childminder has a clear understanding of the benefits of reflective practice and through the use of this is making progress in driving forward her business. Both recommendations made at the last inspection have been successfully addressed.

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

Children are happy and confident in the childminder's care. They greatly benefit from the child-centred environment in which they receive care. The childminder ensures that all children have an excellent range of resources within their reach that are appropriate to enhance all areas of their development. Storage is given excellent consideration so that children can help themselves to items of their choice from low shelves or boxes and drawers that are clearly labelled. The balance of adult-led and child-initiated play helps children to be active learners. Many sensory and practical activities are offered every day and children clearly love to experiment with a wide range of substances and materials. For example, children are supported by the childminder to try out new experiences, such as finger painting, collage and play dough. Each child has their development regularly monitored to assess their individual progress towards the early learning goals. Observations are being used well to identify priorities in children's learning and to ensure appropriate challenges are set for them to help them make as rapid progress as possible.

The childminder knows the children well and ensures they are provided with a fully inclusive experience that meets their individual requirements. For example, children's independence skills are promoted because they are able to choose from the range of activities and are supported to wash their hands after lunch and snacks. They are familiar with the routines that are in place. Children sit together to eat, which promotes a social occasion between them and encourages healthy eating practices. They enjoy the freshly prepared meals and snacks provided by the childminder, who supports them effectively to manage their cutlery and feed themselves. Their awareness of the environment and appreciation of nature are enhanced as they enjoy growing and planting their own vegetables in the garden. The childminder recognises the importance of offering young children social opportunities. They regularly visit the library and attend local toddler groups to enjoy social activities. Children are helped to learn how to keep themselves safe, for example, by learning about road safety when they are out and about.

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 an excellent range of activities set out by the childminder and they show confidence to move between the variety of activities and play materials. Children demonstrate that they feel a sense of safety and belonging in the childminder's home because they are happy and settled. They respond very positively to the childminder's kind and calm manner. The childminder praises and encourages them enthusiastically, increasing their sense of achievement and promoting positive behaviour.

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	1
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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