

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Jennifer Getty
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 teenage son in a semi-detached house on the outskirts of Mansfield, Nottinghamshire. The home is within walking distance of the local school, shops and park facilities. Minded children have access to the whole of the ground floor of the property, with sleeping facilities provided in this area. The bathroom and toilet are on the first floor. A fully enclosed garden is available for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, three of whom are in the early years age range and attend part-time during the week. Children over eight years also attend the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy in the childminder's care. The experienced childminder provides a range of activities based on their interests, although systems for observing and planning for next steps of learning towards the early learning goals are not fully developed. There are good relationships formed with parents to ensure that children's welfare needs are met. Documentation is generally well maintained, although some documents do not contain sufficient detail. The childminder is aware of some of her strengths although there is little identification of future developments to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- demonstrate that an appropriate first aid certificate is obtained (Safeguarding and promoting children's welfare) 17/04/2011
- ensure the record of risk assessment clearly states when it was carried out, date of review and any action taken following a review or incident (Documentation). 14/03/2011

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

- develop the observation systems and use these to identify learning priorities and to plan activities to offer further challenge for children
- develop systems to consistently monitor children's progress across all areas of learning
- record details of evacuation drills and include any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded because the childminder has a sound understanding of child protection issues and the appropriate procedures to follow if she was to have concerns. The childminder ensures that hazards are minimised in the home so that children can play safely, however, the record for the risk assessment does not include required details such as the date of review in order to promote children's safety further. Documentation is generally well maintained and in place to promote children's welfare and health. The childminder explains that children practise the evacuation procedures, although these are not recorded to monitor whether further action is required. The childminder has a sound understanding of first aid, however, her certificate is out of date and she is booked on a new course.

There are close and informal relationships with parents which are well developed and mean that the childminder has a secure up-to-date knowledge of children's individual welfare needs. She regularly shares information with parents about their child's routines at the end of the day so that parents are kept well informed. Parents express their satisfaction in letters and explain that they are very happy with the care provided. The childminder has formed links with other settings the children attend, sharing information about welfare and some activities. This means that she can provide continuity of care for those children. The childminder values and respects each child as unique and her good knowledge of their backgrounds and home life mean that she is able to support them each day and respond to their changing needs. The home is organised so children have areas for craft activities as well as space to move around. The childminder sets out activities so children can make choices about their play.

The systems for evaluating the setting are in their infancy. The childminder identifies her strengths and has some ideas for areas for development. She had made some progress towards meeting the recommendation from the last inspection, but this has not been prioritised and the childminder focuses more on day-to-day activities for children.

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

Children quickly join in activities and make choices about their play. Young children use their imagination as they pretend to save animals with the animal hospital and babies have space to move freely around the room. They develop their social skills as they play well alongside each other. Younger children include the babies in their play, chatting to them and singing. Babies enjoy looking at a shiny tin lid, looking intently at how it shines. They laugh as the childminder and younger children sing rhymes, singing quietly and then loudly. There are opportunities for children to develop their creative skills as the childminder provides craft activities such as painting, drawing and craft kits. They choose stories and ask the childminder to

read them, showing an interest in books. This promotes their language skills. They learn about the world around them as they chat with the childminder about nature and what is happening outside as they look through the window. They enjoy regular visits to the local parks which encourages them to develop their physical skills as they climb and slide. Babies are supported in their physical development as the childminder provides a safe area for them to learn to crawl and offers lots of praise and encouragement.

The childminder considers children's interests and factors such as the weather when planning the daily routine which means that children enjoy their time at the setting. She has some understanding of the Early Years Foundation Stage and the areas of learning. There are few systems to monitor their progress towards the early learning goals and systems for observation and planning for their next steps are not consistent which has an impact on their future learning. The childminder is experienced and provides a range of activities that support children's satisfactory progress.

Children learn how to keep themselves safe and healthy because the childminder encourages them to follow good hygiene and safety routines. They learn to wash their hands and respond to the childminder's praise and encouragement, demonstrating good behaviour. They are learning the difference between right and wrong and play well together. Children enjoy outdoor play and fresh air. In warmer months the childminder explains how they enjoy planting outside. Children develop warm relationships with the childminder and enjoy lots of cuddles and comfort when required.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (also applies to the voluntary part of the Childcare Register)(Arrangements for safeguarding children) 14/03/2011
- a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (also applies to the voluntary part of the Childcare Register)(Procedures for dealing with complaints) 14/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register part of the report (Arrangements for safeguarding children) 14/03/2011
- take action as specified in the compulsory part of the Childcare Register section of the report. (Procedures for dealing with complaints) 14/03/2011