

Inspection report for early years provision

Unique reference number	252933
Inspection date	20/05/2009
Inspector	Diana Pidgeon
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1990. She lives with her husband and teenage son in a residential area of Nottinghamshire. The house is close to local amenities. Minded children use the ground floor of the property and the first floor bathroom and toilet. There is an enclosed rear garden available for outdoor play. The family has a pet dog.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, two of whom may be under one year of age. Currently there are 14 children on roll, 10 of whom are in the early years range. Of these, four children attend outside school hours. All of the other young children attend on a part-time basis. The childminder is a member of the National Childminding Association (NCMA). She is a member of a local childminding network and provides day care for the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder attends closely to each child's individual needs and builds caring relationships with them. She plans and provides activities that are well matched to children's interests and abilities, so that they enjoy playing and learning. All aspects of children's welfare are effectively promoted. The childminder liaises well with parents and others involved in their care to ensure children's needs are recognised and met in a consistent way. Although the childminder makes ongoing improvements in the service she provides, her lack of rigorous self-evaluation means that she has overlooked the need to keep a record of her risk assessments.

What steps need to be taken to improve provision further?

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

- develop further the observations and assessments of children's learning to identify their progress towards the early learning goals
- improve the use of reflective practice and self-evaluation to identify current strengths and priorities for development.

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

- keep a record of the risk assessment clearly stating when it was carried out, date of any review and any action taken following a review or incident (Documentation).

12/06/2009

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment for the children. She ensures that the home is organised well to allow children to choose what they want to do and to be able to reach toys and activities independently. Clear thought has been given to every aspect of safety and the childminder makes regular checks and reviews her practice in the light of any concerns that arise. She has well-considered arrangements for transporting children, which includes taking equipment and details with her to cover any emergency. However, the childminder does not keep the required record of her risk assessments. The childminder further ensures children's safety by practising the fire evacuation procedures and encouraging them to think how these could be improved. Children's welfare is safeguarded because the childminder has an up-to-date knowledge of her responsibility to protect children from abuse and knows how to deal appropriately with any concerns she may have in the future.

The childminder continues to build on her wealth of experience by attending relevant short courses and renewing her essential training in a timely way. This ensures she has the knowledge to meet children's care and learning needs. She provides clear and simple information for parents so that they are aware of the service she offers. Written agreements and parental consents underpin the care provided so that all of the arrangements are clear. Relevant documentation is held to ensure children's health and safety is promoted and that information is exchanged. For example, the childminder keeps a record of any accidents occurring and parents sign her accident book to acknowledge that they have been informed.

The childminder shares information with parents both verbally and through written diaries. She works collaboratively with them to meet any individual needs and to promote children's welfare. For example, the childminder works with parents to manage children's behaviour consistently and to ensure the children have a balanced diet. The childminder has started to review her practice and has a good understanding of her own strengths and areas for development. She constantly strives for improvement and acts upon any recommendations made during the inspection process. She demonstrates a willingness to take on new ideas so that the care and learning for children is further promoted. However, she has not completed a rigorous self-evaluation to ensure all of the welfare requirements of the Early Years Foundation Stage (EYFS) are met.

The quality and standards of the early years provision

Children are happy and settled in the childminder's home. They clearly enjoy her company and benefit from her involvement in their play. The childminder plans some activities and what toys to have out, according to the individual needs and interests of the children present. For example, she ensures that some favourite toys are always easily accessible whilst also making sure children have some new experiences each time they attend. This helps children to gradually build their confidence to try something new. The childminder also extends children's learning

into outings in the community. For example, children make their own picture shopping lists and help find the items to buy at the local shop. The childminder knows each of the children very well and adapts her expectations accordingly. She uses many strategies to promote children's ability to communicate and gives them plenty of time to think about their responses to questions and to express themselves fully. She fosters a love of books and stories through involving the children with lifting flaps and predicting what will happen. She also provides home-made books that children use to reflect on past events or take with them on outings to look for specific landmarks. Children's good behaviour is effectively promoted because the childminder is very clear in her expectations and gives very meaningful praise for children's positive actions. She encourages children to help her. For example, she asks them to find the changing mat and involves them in tidying away toys. Children learn to share and take turns and the result of this is that there is a calm atmosphere in the home and children play happily together.

The childminder has a clear understanding of how children learn through their play. She facilitates their learning by providing carefully considered activities and making effective use of opportunities for children's learning that arise from everyday events and routines. She uses her observations and assessments of children's progress to identify learning priorities for each child and plans appropriately to support these areas. However, she is in the early stages of linking these to the areas of learning to build a clear picture of how children are progressing towards the early learning goals.

The childminder works closely with other professionals and parents to support children's development and learning. Clear information is sought on children's needs and the childminder attends appropriate training, where needed, to enable her to meet these. Children show a good understanding of keeping themselves safe and healthy. They really enjoy the nutritious home-cooked meals prepared by the childminder. Children recognise and enthusiastically eat a number of different fruits and vegetables at lunch time, which makes a significant contribution to their daily requirements. Their health is further supported through being active, both in and outdoors. Children make good use of the garden for play and the childminder plans outings in the fresh air. They build on their knowledge of the natural environment as they watch the birds feed in the garden, look for snails and help to care for plants. Through many practical activities and first-hand experiences, children are encouraged to make their own choices, pursue their interests and achieve well.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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 (Arrangements for safeguarding children: also applies to the voluntary part of the Childcare Register).

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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 (Arrangements for safeguarding children).

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