

Inspection report for early years provision

Unique reference number	254702
Inspection date	15/12/2009
Inspector	Diana Pidgeon
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 1997. She lives with her husband and her adult and teenage children in the Sneinton area of Nottingham. Minded children have access to all areas of the ground floor and to the toilet and bathroom on the first floor. There is a fully enclosed garden for outside play. The family have three pet cats.

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 and is currently minding five children, four of whom are in early years age range. The childminder has a vehicle available for her use and transports children to and from local schools. She attends the local parent and toddler groups, Sure Start activities and is a member of the local childminding group. She is a member of the National Childminding Association and holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming home where all children are relaxed, happy and included. She organises an interesting range of activities and learning opportunities in the home and community, which enables children to make good progress towards the early learning goals. The childminder knows the children well and works closely with parents and other early years providers to ensure their individual needs are met. Through the effective use of evaluation, training and forward planning the childminder ensures she continues to make improvements to the service she provides.

What steps need to be taken to improve provision further?

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

- improve the daily record of the children looked after on the premises, with regards to recording the exact times children are cared for
- use observations of children's learning to identify learning priorities and plan relevant learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder places high emphasis on promoting all aspects of children's safety. She has a clear understanding of her responsibilities with regard to safeguarding children, which has been supported through attending recent relevant training. She ensures that all household members are appropriately vetted and that collection arrangements for the children are secure. Full risk assessments are undertaken to

ensure all hazards relating to the home and outings are identified and minimised. She has a number of policies relating to health and safety in place, which guide her daily practice and ensure children's welfare is promoted. The childminder holds a current first aid certificate and has the appropriate information and parental consents to act in the children's best interests in the event of a medical emergency. She maintains all of the required records and keeps her paperwork in an organised way. Although records of children's daily attendance are kept and are accurate for most of the children, the times when one child is in nursery and not in her direct care are not clearly recorded.

The childminder organises her home to provide a welcoming and accessible environment for the children. They move around freely and help themselves to toys and play resources that are either set out for them or are within their reach in boxes and cupboards. The childminder works closely with parents to ensure she understands their children's individual needs and routines. She provides parents with clear information about the service she provides and offers lots of helpful leaflets on topics that may interest them. The childminder ensures parents are kept fully informed about what the children do and she shares information about their progress. Parents provide positive written feedback about the childminder and how happy the children are in her care. Children further benefit from the good relationship the childminder maintains with other providers of early years education, such as the nursery schools the children attend, so that they work in partnership to promote children's learning.

The childminder takes positive steps to make continuous improvements. She has addressed both recommendations made at the last inspection, which has improved overall safety and increased the play opportunities for the youngest children. She continues to develop her knowledge through attending training and has recently completed a recognised early years qualification as well as having attended a number of valuable short courses, including food safety. She effectively uses self-evaluation to identify her strengths and priorities for improvement. As a result, she has a clear plan for future developments.

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

Children are happy and confident in the childminder's care. They play purposefully with a good range of toys and activities that interest them and provide them with suitable challenges. The childminder sits with the children as they play, talking with them and encouraging their developing language skills. Children have fun making models using a 'Mr Potato Head' set and while young children randomly decorate their heads with many accessories, older children find matching arms, legs and feet and organise these with care. The childminder takes opportunities to talk with the older children about what they are doing so that children develop an ability to solve problems for themselves. She effectively differentiates activities so that they meet the needs of each child and when reading stories to them makes sure all children have opportunities to express their ideas. Children work cooperatively together, for example, to pack away toys before having their snack. They feel at ease to select items that they wish to use and know where to put their completed

drawings ready to take home with them. The childminder observes the children as they play and is building a record of what they can do in words and photographs. Each child has a scrap book showing their achievements and the childminder is beginning to use trackers to record their progress towards the early learning goals. Although the childminder has a suitable understanding of the learning priorities for each child she is not currently taking full account of these in her planning in order to maximise the potential for children's development.

The childminder has a good understanding of the children's needs and interests. She plans a varied weekly routine that provides them with a range of experiences in the local community. For example, children take part in music sessions, messy play and group activities where they mix with other children from the local area. They also enjoy outings to parks and places of interest so that their understanding of the world is considerably enhanced. Although the childminder provides a good range of play opportunities in her garden she also takes children to parks and soft play areas to ensure they have good opportunities to develop their physical skills. The childminder is responsive to the children's needs, providing snacks when they are hungry and changing nappies to keep children comfortable. She ensures children develop a good understanding of appropriate hygiene procedures by displaying reminders about washing their hands. Children start to recognise foods that are good for them as they enjoy healthy snacks of rice cakes, sliced apple and raisins. They have a well-developed sense of safety as they reliably stand still and wait for the childminder as they get in and out of the car. Children behave well and respond positively to the childminder's calm approach. She fosters their self-esteem through praising their efforts and achievements.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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