

Inspection report for early years provision

Unique reference number	254703
Inspection date	27/02/2012
Inspector	Ann Keen
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 1999. She lives with her husband and daughter in a semi-detached house in Nottingham, close to local schools, shops, parks and bus routes. Minded children can access the whole of the ground floor and the first floor bathroom. The family have a pet dog.

The childminder is registered to care for a maximum of six children at any one time. There are currently five children on roll, two attend on a full-time basis and three of whom attend part-time. Four children are in the early years age group. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The childminder has appropriate childcare qualifications at level 2. The childminder walks to local schools to take and collect children. She is a member of a local childminding group and attends local parent/toddler groups and the local Sure Start centre. The childminder minds children from 8am to 6pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and inclusive environment in which, overall, they learn and develop well. Children enjoy learning through play and have access to a good range of resources. Written policies and procedures that underpin the service are in place and shared with parents. The childminder has made appropriate improvements since her last inspection to improve children's welfare. She is aware of the need to evaluate her provision and identify ways of improving her service on an ongoing basis.

What steps need to be taken to improve provision further?

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

- record details of evacuation drills including any problems encountered and how they were resolved
- develop systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a secure knowledge of safeguarding issues. She knows the procedures to follow for any child, should she have welfare concerns. The childminder conducts regular risk assessments of the home and on outings and takes action to minimise potential safety hazards. All documentation required to promote the safe and effective management of the setting is comprehensively

maintained. This includes children's details, medication and accident records. She maintains an up-to-date first aid certificate enabling her to deal with minor accidents and incidents. The childminder requests written consent from parents to seek emergency medical treatment. This helps to ensure children's health and safety.

The childminder uses resources well to support children's learning and development. She attends toddler groups and a Sure Start centre to enhance her knowledge and provide extensive support for children. The childminder is keen to do her best and provide a wide range of inclusive experiences for the children. The childminder has positive relationships with parents, liaising closely about children's routines and care needs, taking account of their views. This supports her in caring for children according to their parents' wishes and contributes to improvements in their achievements, well-being and development. Parents are fully informed of their children's progress. There are strategies in place to ensure parents receive useful information about the setting, such as sharing of the policies and procedures at the initial meeting. The childminder takes children to and from nursery and talks to staff about children's well being. However, she has not yet developed a comprehensive system to share children's learning needs with them to provide continuity of learning for the children.

The childminder constantly increasing her knowledge of requirements and is using this to pin point some of her strengths and weaknesses. She has suitable plans for the future of her provision. This shows her good commitment to improving outcomes for children. Recommendations from the previous inspection have been successfully implemented. This has a favourable impact on keeping children safe.

The childminder has a positive attitude towards promoting equality of opportunity. There are no children at present on roll with special educational needs and/or disabilities, although the childminder provides for such children if necessary. She ensures all children are treated with equal concern to meet their individual needs.

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

Children are settled and happy with the childminder. Their welfare, learning and development are promoted well in the homely environment. The childminder observes each child so she understands their development and individual needs. Consequently, children are progressing well. Procedures to match observations to the expectations of the early learning goals and for planning children's next steps are in place. Children benefit from a balanced range of adult-led and child-initiated activities. Planning is in place where the childminder decides on a programme of activities for the children that takes into account their likes and dislikes. The environment is set out with a good range of high quality toys. The children are interested in the activities and toys that are provided and are consistently engaged in activity. For example, younger children enjoy problem solving by manipulating movable switches, buttons and flaps. The childminder supplements their experiences and play by attending toddler groups and the local Sure Start centre. Children's speech is developing well, helping them to develop skills for the future.

The childminder encourages toddlers to develop their language by reinforcing vocabulary such as 'hair' and 'nose'. Presently the childminder's garden is not in use but she ensures children get fresh air and exercise by taking them to the park or local groups for example, to use the climbing frames and bikes. Younger children enjoy feeding the ducks so they learn to understand the world around them. Children also have opportunities to socialise in larger groups where they learn to share and play together. They learn about the wider world through participating in celebrations such as Eid so they understand about cultures other than their own.

The childminder maintains good standards of hygiene throughout the home, which helps to prevent the spread of infection. Older children know to wash their hands before eating and the childminder washes her hands after changing nappies. Children are provided with food from home and the childminder discusses providing healthy snacks and meals with parents. Children are developing an awareness of how to stay safe as the childminder reminds older children about road safety when on outings and she ensures younger children are strapped into their buggies securely. She practises emergency evacuation procedures with the children. Although she records the date she does them she does not always record problems encountered so they can be resolved the next time. Children behave well and the childminder uses age-appropriate strategies to help them learn right from wrong. She is very careful to ensure she is providing a consistent approach with parents so children start to understand boundaries and the consequences of their actions.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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