

Inspection report for early years provision

Unique reference number	254705
Inspection date	09/01/2009
Inspector	Susan Riley
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2000. She lives with her partner, in a suburb of Nottingham. There are facilities close by such as a park, school and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for five children in the early years range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder provides care for children during the full working day, before and after school and during the school holidays. The childminder is currently working towards a recognised early years qualification. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are provided on the first floor and the ground floor is easily accessible to all. The family has a pet cat.

The childminder walks to the local schools to take and collect children. She regularly attends the local parent and toddler groups and the childminding support group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a safe, secure and inclusive environment and she promotes children's welfare and learning. The childminder knows the children well and meets their needs effectively. The children are happily engaged and occupied in a wide range of age appropriate play activities and experiences. The childminder makes good use of her self-evaluation to identify strengths and areas for development. Her practice is fully inclusive because she works closely with parents to meet children's needs.

What steps need to be taken to improve provision further?

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

- review the safeguarding statement to ensure it is in line with the Local Safeguarding Children Board guidance and procedure, with reference to if an allegation is made against yourself or another person whilst a child is in your care.

The leadership and management of the early years provision

The childminder's home is well organised and gives the children good opportunities to become independent. The daily routine meets children's needs and promotes their welfare. The childminder effectively maintains all records and documentation to ensure that the needs of all children are fully met. She has developed a range of policies and procedures and these mainly work in practice to promote children's

health, safety and ability to make a positive contribution. However, the safeguarding children statement is not fully in line with current guidance. The childminder is suitably qualified to care for children and she supervises them at all times. She uses her resources very well and deploys herself around the needs of the children. The childminder is very keen to further develop the service she provides for the children in her care. The childminder has a positive attitude to self-evaluation and professional development through on going training. She routinely involves the parents and children in the evaluation process. The recommendation from the last inspection has been addressed as the childminder has a suitable knowledge and understanding of the safeguarding procedures. She now attends safeguarding training on a regular basis to ensure she is fully aware of current issues.

The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. She has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The childminder has developed written risk assessments which are reviewed on a regular basis. Parents are provided with good detailed information about the childminders provision and practice. They are given a welcome pack which includes all the childminder's policies and procedures and routines. The childminder maintains a daily diary for the children and meets regularly with parents to keep them informed about their children's daily routines, care and progress. Parents are invited to contribute to their children's learning through daily diaries and discussions about their child's progress. The childminder has started to develop a positive relationship with the local primary school.

The quality and standards of the early years provision

The childminder is gentle and natural in her manner and children are secure, eager to play and learn in her company. The children are provided with a wide range of age appropriate activities and experiences to help them make sound progress in all areas of their learning and development. The childminder understands that each child is unique and she values and celebrates their differences. The childminder works to provide an enabling and inclusive environment and she makes parents and their children feel welcome. Children experience a good sense of belonging through the warm and welcoming environment where their art work, pictures and posters are displayed around the home. The childminder plans her routine to ensure that children have lots of experiences of purposeful play and exploration. The childminder has a good grasp of the six areas of learning and uses her observations and assessments to document progress and ensure that she understands what children need to do next.

The childminder is pro-active in keeping children safe at all times, she reinforces good security of her premises. Children learn about keeping safe as the childminder reinforces road safety when out walking with the children. They also practise the emergency evacuation procedure, this ensures they are fully aware of what to do in the event of a fire. Children learn to share resources, take turns and consider the feelings of others. For example, when children take part in the art and craft activities they pass each other the materials and tools, demonstrating their

understanding of sharing. Children are starting to understand about making healthy choices of what they eat and drink and understand the benefits of following good hygiene routines. They benefit from outings and develop their understanding of the wider community through trips to the park, local library and toddler groups. Children are encouraged to walk to and from events and benefit from other activities which promote their good health and physical development. For example, they dress appropriately and go outside in the fresh air and have lots of fun as they collect leaves. The childminder planned a topic around healthy eating and contacted a health company who sent a box of samples for the children to try. The childminder planned many worthwhile experiences for the children, for example, they made smoothies.

Children feel secure in their environment, they move freely between different activities and play areas and make their own choices from the wide range of resources available. Their creativity is beginning to immerge as they have lots of lovely opportunities to be creative and think critically for themselves. For example, children cut out their own snowflakes and then painted them. Their concentration level whilst doing this activity was excellent for their age and stage. Children behave well in response to the childminder's praise and encouragement, which helps children to learn right from wrong. The childminder interacts sensitively with the children and engages them in conversations to support their language and communication skills. Through daily routines they develop their awareness of counting, such as counting the steps as they come down the stairs. Children learn about the wider world through an increasing range of activities. For example, they try foods from around the world and talk about the countries they come from. The use of a number of different resources helps them to appreciate their own and other cultures and lifestyles. The childminder attended a training course on diversity and received a grant to spend on resources for the children. These have greatly benefited the children as they dress up in lovely traditional costumes, and through the other resources learn in a positive manner about race, culture, religion and disability.

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?	2
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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.