

Inspection report for early years provision

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Inspection date	08/04/2011
Inspector	Sue Riley
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.

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Description of the childminding

The childminder was registered in 1999. She lives with her family, in a suburb of Nottingham. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for 14 children, of whom, four are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

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. The childminder has nearly completed a recognised early years qualification. The family has two pet cats. The childminder walks to the local schools and nursery to take and collect children. She attends the local parent and toddler group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled, content and enjoy the wide range of play opportunities which supports their learning and individual interests. They show good levels of self-esteem because the childminder knows them very well and really values them as individuals. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. The childminder shows an excellent awareness of safeguarding procedures and all aspects of children's welfare are promoted very well and ensure children are fully safeguarded. The childminder reflects and evaluates her practice and provision to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems for involving parents in supporting their children's learning at home.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent awareness of safeguarding issues and has implemented a very effective policy and procedure which she shares with parents. The detailed policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for

herself and other household members over 16 years of age, and about her experience and training. The childminder effectively maintains all her records. Many inclusive policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept very secure. The childminder has high standards and expectations which are embedded across all areas of her practice. The childminder recognises that self-evaluation has proved an invaluable tool in assessing the effectiveness of her practice, her achievements and identifying her priorities for future improvement. As a result of this and her personal development her practice is continually changing and evolving as she reflects and evaluates against the provision for children.

Space within the childminder's home is well organised to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A lovely range of resources are readily available to children and these are stored at appropriate levels so that children can access them easily. Children freely and confidently make independent choices. The childminder has set up a photographic system of resources to allow children to freely choose what they want to play with. Children clearly benefit and thrive as a result of the setting they are in, as the childminder recognises that it is the adult interactions that have a powerful impact on children's learning. The childminder recognises the importance of children learning to appreciate differences and learn about other cultures. She has a wide range of resources that reflect today's society and uses them in a very positive manner. The childminder clearly recognises that each child is an individual and treats them as such.

Partnerships with parents are well established and there is a healthy flow of two way conversation allowing a constant stream of up-to-date information about all aspects of the children's development on a daily basis. This helps to form a strong bond with both children and parents and fosters a strong feeling of trust which enables parents to go off to work feeling confident and the children to settle quickly and happily into their familiar daytime routine. In addition to daily discussions, parents are kept informed using a variety of other methods. For example, phone calls, text messages, daily diary sheets, photographs, newsletters and social events. The childminder recognises the parent as the main carer and provides a wide range of information for them so that they are well informed about their child's care and learning whilst with her. However, the childminder recognises that more can be done to encourage parents to be involved and support their children's learning at home. This would enable parents to effectively contribute to their child's development record. Parents are invited to complete questionnaires about the childminder's provision. These are all very positive and parents are very pleased with the provision for their children.

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

Children are making very good progress in their learning and development. The childminder demonstrates an excellent knowledge of the Early Years Foundation Stage and how children learn and develop through playing. Activities are planned to provide a balance of adult- and child-led play and exploration, both indoors and

outdoors to help children to think critically and become creative and active learners. She constantly observes children during play and records some of what she sees. The childminder gathers good information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. A recent visit to a water based visitor's centre inspired a theme based on a book about a fish which was expanded upon to incorporate talking about emotions and feelings. Observation and assessment enables the childminder to identify any areas where additional support and guidance may be necessary or where achievements are above expectations and can be further progressed. The indoor and outside environments are set up for children's learning and this allows children lots of free choice of activities and a wide range of resources. The childminder is warm and welcoming to the children and uses her very secure knowledge of the needs of each of the children in her care to provide an environment which enables them to feel secure and confident and challenges them to reach their full potential.

Keeping children safe is paramount to the childminder. For example, she has issued parents with a card to keep with them giving details of her setting in case of emergencies. She also carries a card advising of emergency contact details for herself and the children should the need arise. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. They talk about the dangers of crossing the roads and practise the green cross code every time they cross a road. Children have been made aware of 'stranger danger' and know to stay close to the childminder on school runs. The younger children are encouraged to share and take turns in a positive manner and are praised for this, which helps to raise their self-esteem. They are starting to use their manners.

Mealtimes consist of healthy, balanced meals and healthy snacks are available throughout the day. Children are encouraged to try new foods and to choose new fruit and vegetables during visits to the supermarket and to help in the preparation of some of the meals in accordance with their age and stage of development. The younger children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices to prevent the risk of cross-infection. Children help themselves to drinks as they become thirsty. They sometimes sit in the tent and have a picnic lunch, they demonstrate lots of excitement as they sit close together and wait patiently for their lunch. The childminder talks to the children about what is in the different foods and why we have to eat a variety of foods. Children are encouraged to be considerate of the others and the childminder models this with her own behaviour. The childminder encourages the use of manners, for example, asking nicely, using please and thank you. She teaches children to use sign language as another means of communication. They routinely use sign language to express what they would like for their snack and remember to use their manners. The childminder is skilled at vocalising what the signs mean so that children learn to use both forms of communication successfully.

Children's increasing knowledge of the wider world is demonstrated through their role play and conversation. For example, as they walk back from nursery they talk

about how the flowers are getting bigger each day. Children enjoy the many books and listen well when the childminder sits and tells them a story. The childminder uses story sacks to maintain children's interest in stories. The children love mark making and practise their skills with chalks on the flagstones in the garden. They also draw freely at the easel set up in the play area. When children role play in the play house they have lovely conversations with each other as they pretend to cook for their friend. They use their imagination very well and really take on the intended role. When going up and down stairs the children count the steps and they recognise the number three which is a number that is their age. The younger children quickly learn about shape and size as they play with appropriate toys such as stacking hoops. Children learn how to problem solve as they complete jigsaw puzzles. A map of the world is currently being used to monitor where children are going on holiday. The children talk excitedly about where they are going on their holidays and use the map to show the other children.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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