

Inspection report for early years provision

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Inspection date	17/03/2011
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 2000. 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 five children, of whom, two 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 ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to the local schools to take and collect children 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.

A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show suitable levels of self-esteem because the childminder knows them well and 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. Most aspects of children's welfare are suitably promoted which means that children are fully safeguarded. The childminder is starting to use the self-evaluation process to identify areas for improvement and this is being used to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- extend risk assessment to cover all that the children come into contact with
- develop further the observations and assessments on children's progress to ensure their next steps in learning are clearly identified and used in planning to promote learning and to monitor their progress in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has implemented an effective policy and procedure which she shares with parents. The 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, and about her experience and training. The childminder

effectively maintains most of her records and policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure and are well organised. Systems are in place to review all policies and procedures to ensure they are kept up-to-date with current guidance. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. However, the risk assessment does not cover all that the children come into contact with. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe.

Parent partnerships are promoted well through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. The childminder exchanges information with parents daily as she talks and shares records about what the child has been doing throughout the day. The childminder is aware of the importance and benefits of sound partnerships with other providers that the minded children might attend, to enable her to fully support the children in their care and learning.

The childminder demonstrates ambition, vision and drive to develop the provision further. She has started to develop a system of self-evaluation in order for her to demonstrate that she is effectively reflecting on her practice and identifying strengths and areas for development to maintain continuous improvement within her service. The childminder organises the environment effectively to ensure children have suitable areas for play and rest. She is aware of their individual needs and plans effectively to ensure toys and activities are accessible to all.

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

The childminder demonstrates a sound knowledge of the learning and development and welfare requirements to promote children's learning and care. She has a good understanding of how children learn through play and how they develop. Children's welfare needs are met and they achieve as well as they can as the childminder adapts activities to ensure they can all participate. Observations are ongoing and information is starting to be used to plan for the further learning for children taking into account their abilities, likes and dislikes. However, the childminder does not assess the child's learning effectively against the observations so the next steps are not always being correctly identified. The childminder supports children's learning and development by being actively involved in their play, they have fun together and the children enjoy themselves. The children make choices in what they want to play and do. The childminder asks questions of the children to make them think about what they are doing, so extending their learning.

The childminder provides a variety of resources and activities that encourage

children's curiosity and help them to become inquisitive learners. They are able to make some independent choices as a selection of toys are placed around the play areas within their reach. She plans a variety of activities that engage children and help them to gain the skills that they will need in future life. Warm and caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers frequently positive support, praise and encouragement.

Children are taught about safety issues as part of the daily routine. The children practice the evacuation procedures so are learning what to do in the event of an emergency. When out and about within the community they learn about road safety and stranger danger. The good health and well-being of children is encouraged. Children know what constitutes a healthy lifestyle, they are encouraged to follow suitable hygiene routines. They have plenty of fresh air and exercise, going on regular walks and enjoying play on challenging equipment at the local parks. The childminder demonstrates a suitable understanding about healthy eating but currently it is parental choice for them to provide a packed lunch for their children. Younger children sleep to their own routines.

Children's good behaviour, efforts and achievements are readily acknowledged by the childminder who responds appropriately with praise and positive body language. For example, children help with the tidying away of the toys and respond well to the praise and encouragement they receive from the childminder. Hence they develop confidence and appropriate levels of self-esteem. They are encouraged to share the resources and take their turn. Children use language well and listen to stories, they ask questions and the younger children are able to make their needs known. The older children recognise magnetic letters that are known to them and they show an interest in the sound of the letter. Children are beginning to develop an understanding of the wider world through planned activities, discussions with the childminder and through access to some resources that are representative of diversity. They have opportunities to learn the basic skills for information communication and technology through the use of the interactive toys. As the older children play with the plastic pegs and boards they sort the pegs out by colour and make patterns. The older children play imaginatively with the small world figures and resources.

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	3
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	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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