

Inspection report for early years provision

Unique reference number	506407
Inspection date	17/02/2012
Inspector	Janice Hughes
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 has been registered since 2001. She lives with her husband and four children aged 15, 17 and two over 18 years old in Eastwood, Nottinghamshire. The whole ground floor of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. The family has rabbits, dogs and a gerbil.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently two children on roll, both of whom are within the early years age range. The childminder takes and collects children from the local nursery and school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's care as they experience a wide range of activities, enabling them to make good progress in their learning and development. The childminder works effectively well with parents to ensure all children are included and they are provided with a continuous learning experience. Purposeful relationships have been formed with other professionals to provide continuity of care for the children. Suitable measures are in place to keep children safe, although, some legal requirements are missing. The childminder reflects upon her practice effectively and has a good understanding of how to use self-evaluation to demonstrate her continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from parents in advance of a child being admitted to the provision, including: who has parental responsibility for the child (Safeguarding and welfare). 09/03/2012

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

- develop the existing risk assessments to include anything a child may come into contact with, such as water play and all outings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a detailed policy, which explains her responsibilities to refer any concerns she may have about children's welfare. Appropriate systems are in place to promote children's safety, for example, socket covers and stair gates are in place. The childminder carries out daily safety checks of her home to ensure children's safety and conducts some risk assessments to when children go to the park. However, these do not cover everything a child may come in contact with, such as, baking, using the climbing frame and outings in the community. This, therefore, compromises the children's safety. Children's records are clear, up-to-date and stored securely to ensure confidentiality is maintained. However, they do not provide information on who has parental responsibility for each child and this is a legal requirement. There is a good procedure to protect children from the spread of infection. For example, children use liquid soap and paper towels when washing and drying their hands. Arrangements are in place to exclude children, who have any infectious illnesses.

A positive attitude to self-reflection is in place and the childminder continuously monitors her provision. She has completed the Ofsted self-evaluation form to help her think about ways in which to improve her service to children. For example, she has started plans to try and convert a garage into a designated playroom. This means that the children will have more opportunities to enhance their learning and development. She is fully committed to improving her own knowledge and expertise by attending courses, which include first aid, safeguarding and an Indian experience. The childminder is clearly committed to improving outcomes for children. She keeps herself up-to-date with current good childcare practice through making effective use of support offered by the local authority and reading childcare information.

The childminder provides a welcoming inclusive service that is for all children and their families. She has very good relationships with the parents, which significantly contributes to the care and well-being of the children. She prioritises establishing and securing the links between home and the setting. She provides good information about the provision, including daily diaries. Parents are invited to comment on their child's learning and development and are given questionnaires to seek their views. She recognises and values children's uniqueness and organises space well to meet the needs of children. This ensures all children are able to join in activities and access resources. The childminder understands the benefits of developing partnerships with other providers involved in the children's care, to promote continuity. She liaises efficiently with other childcare professionals to help develop her further understanding of childcare issues.

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

Children enjoy themselves and are happy in the environment. They are making good progress towards the early learning goals. They demonstrate their independence as they select different toys and resources to play with. Thorough maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as active, independent learners. The childminder provides a wide range of activities to stimulate children's interest and support their learning and development. For example, the children explore the texture of sugar and flour while baking 'banana muffins'. She makes purposeful use of information provided by parents and undertakes regular observations of children's achievements and interests. This information provides a record of children's achievements and the childminder uses the observations to identify children's next steps and plans for their individual needs. This fully challenges the children and helps them to meet their maximum potential in their developing and learning.

Children are supported to develop their self-care skills and develop their understanding of good hygiene, for example, washing their hands after using the toilet and before meals and snacks. Children's behaviour is skilfully managed as the childminder employs methods to help children to learn about right and wrong. Lots of praise is used to help develop good self-esteem and understand when they have done well. Children demonstrate very good manners, remembering to say 'please' and 'thank you' at relevant times. They learn well about keeping themselves safe, for example, they participate in regular fire drills and learn road safety.

The childminder promotes children's healthy lifestyles and provides healthy snacks and meals. She supports this by helping the children to prepare their own fruit for snack. Children's physical skills develop effectively when using the varied range of outdoor play equipment. Walks to their local amenities, use of the equipment at their local parks and various outdoor toys offer challenges to advance their physical skills. For example, children enjoy jumping around in a soft play area and explore the adventure park and local woodland. Children's awareness of people's differences is promoted as they are able to access resources that reflect cultural diversity and disability, such as sensory toys, small world figures and books. They learn about countries from around the world and celebrate festivals, such as, Chinese New Year by making, art and craft dragons and eating noodles.

Children develop an understanding of mathematical concepts through daily routines and play. Their early problem solving skills are encouraged through resources, such as, games and jigsaw puzzles. This is further enhanced through activities, such as baking. Children measure and weigh the ingredients and recognise larger numbers. Children's language and communication skills are promoted effectively by the childminder through constant conversation, questions and individual attention. They are well supported by the childminder to express themselves because she takes time to listen to them and values what they say. For example, the childminder reads a popular story and encourages the children to answer questions about the content. Playing letter recognition and number games

on the computer, help the children to gain skills effectively for the future, as they learn problem solving, numeracy and reasoning skills.

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	3
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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