

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Judith Rayner
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.

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 2000 and lives with her husband and children in Selston, Nottinghamshire. There are local amenities close by, such as, schools, shops and parks. All of the ground floor is used for the purpose of childminding with toilet facilities accessible on the first floor. There is a fully enclosed and secure back garden for outdoor play. The premises are mainly accessed up a slope to the back of the property with sufficient parking available outside the home.

The childminder is registered to care for six children under eight years, of these, three may be in the early years age group and of these, one may be under one year old at any one time. There are currently five children on roll, of whom, three are within the Early Years Foundation Stage. Children attend various days and times throughout the week with some attending full-time. The childminder takes and collects children from the local school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming, stimulating, safe and homely environment. Children's individual needs are fully respected. The observation system works mostly well to track children's learning and development. Positive partnerships with parents and most others involved in the care of the children are in place. Documentation is informative and maintained well. The childminder demonstrates a positive approach to self-evaluation. Thus, ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- undertake more regular observations of individual children's learning and development, linking them more closely to the early learning goals, in order to plan activities relevant to their next steps of learning
- increase the links with others involved in the care and learning of children to support the assessments process and ongoing learning needs of the child.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is good. A clearly written safeguarding policy is in place and is shared with parents from when their child first starts. Additional documentation and literature is available to support the childminder should she

have any concerns regarding a child in her care. The childminder clearly understands that her fundamental role is to protect children. Effective safety strategies are in place to ensure children feel safe to explore and investigate. The childminder's home and garden is safe and secure. This is because the childminder undertakes regular risk assessments supported by daily visual checks, which are recorded and well maintained. The childminder supervises children well during play and monitors them closely when they are sleeping. The childminder encourages children to take calculated risks under her careful supervision. This promotes children's confidence and independence. A good range of written policies and procedures, which support the running of the provision are accessible to parents. Records are kept up to date, informative and held securely. The childminder understands the importance of sharing information in a confidential manner. Children's learning opportunities are enhanced due to the good range of toys, resources and equipment provided. These are age-appropriate, in a good state of repair and easily accessible for children. This enables children to make their own choices during play. Furthermore, the childminder is supportive of all children's needs and quickly adapts activities to enable all of them to be involved. Children learn to accept others' similarities and differences from an early age. A good range of toys and activities promoted by the childminder, help children positively embrace diversity.

The childminder understands well the need to have effective communication systems between the parents and herself. This enables the childminder to meet the ongoing and changing needs of the children. Information is regularly exchanged both verbally and in writing. For example, the notice board provides parents with the opportunity to view relevant information relating to the childminder's business. Information is also shared with other professionals involved in the care of children. However, there is less emphasis on the learning aspects to support children's ongoing needs and assessment process. This limits the childminder to provide some appropriate activities and experiences for children to consolidate their learning. The childminder has successfully addressed the recommendations made at the last inspection. Children's health is actively promoted through being offered healthy meals and accessibility to drinks at all times. The childminder has kept all required training up to date, such as first aid. She reflects on her practice to ensure the outcomes for children continue to improve. Parents are actively involved through completing a questionnaire of the service they receive as requested. Furthermore, parents speak positively of the childminder and value the service that she offers.

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

Children are settled and happy in the childminder's home. They actively explore and investigate with enthusiasm. The close bonds in place with the childminder demonstrate that children enjoy her company. They play many imaginative games together while having lots of fun. A calm, relaxing but fun filled time is positively promoted by the childminder. Children make good progress in their learning and development. The childminder understands well how children learn through play,

providing good support and helping them achieve their potential. The childminder tracks their progress through observations built upon their initial starting point as discussed with parents. However, observations are not undertaken regularly enough to always closely link them to the early learning goals. This may at times restrict the childminder to plan activities relevant to their next steps of learning. Records of children's progress are attractively presented with supporting photographs, art and craft pieces of work, which are shared with parents.

Children's independence skills are actively promoted. They access a good range of toys and resources that offer stimulating and exploratory opportunities. For example, a musical treasure basket is a great hit with all children. They pick out various instruments, banging, striking and shaking them. They are totally engaged in the 'sleeping bunnies' game. They go to sleep and wake up, jumping around to the instruments each child in turn plays, while singing the accompanying song. Lots of laughter, turn taking and anticipation is incorporated in the game. Children enjoy looking at books. They pick out their favourite ones, which are read by the childminder. Other children happily look at their chosen books independently. Children particularly enjoy sitting on the chair with the childminder as the story of a fire fighter is read. They engage in conversation, pointing out characters, identifying numbers, shapes and colours. Children are learning about their own safety. The childminder skilfully involves the children relating to procedures they would take if they needed to leave the house quickly. Children confidently point out of the window, shouting where they would go and stand waiting for help. The inclusion of all children is actively and positively promoted. Sensitive discussions are held about who wears glasses and why. Younger children are included in activities because the games and toys are adapted to their individual needs and abilities. As a result, children are able to feel safe, secure, respected and valued. Children's self-esteem and behaviour is good. Children are familiar with routines, such as sleep times. They know where they prefer to sleep and on which cushions with their own blankets.

Lots of conversations are held between the childminder and children. The childminder knows the children she cares for very well. She provides a good balance of toys and activities that enhance their all-round development. Children's personal hygiene practice is promoted well. They know to wash their hands after they have used the toilet and before eating. They also recognise and use their own colour coded hand towels to stop germs spreading. Children participate in activities that help them learn about differing religious and cultural festivals and others' similarities and differences. There is access a good range of multicultural toys and resources. Children participate in art activities making 'Diva lamps for Diwali. They also learn about food from other countries, such as tasting noodles and prawn crackers for Chinese New Year. Programmable toys, mark making and daily tasks and activities, help children develop the skills they will need for the future.

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
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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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