

Inspection report for early years provision

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Inspection date	21/10/2009
Inspector	Diana Pidgeon
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her family in the Bestwood area of Nottingham. The whole of the ground floor is used for childminding, along with bathroom facilities and the back bedroom on the first floor. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of four children under eight years of age at any one time. Currently there are five children on roll, three of whom are over eight. One child is in the early years range. The childminder walks to local schools to take and collect children and she has a vehicle available to take children on outings. 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 satisfactory.

The childminder provides a welcoming environment where every child is respected and valued as an individual. Children make satisfactory progress in their learning as the childminder provides a wide variety of play resources that they enjoy using. She successfully helps children to learn about the benefits of healthy living and how to behave in ways that are safe for themselves and others. Effective partnership working with parents and others ensures relevant information is exchanged so that children's needs are met. The childminder is in the early stages of becoming familiar with the learning requirements of the Early Years Foundation Stage and although improvements have been made since the last inspection, further areas for development are not yet clearly identified to support ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop knowledge of the Early Years Foundation Stage and how to support children in their learning
- analyse the observations of children's learning to identify children's next steps and use these to inform future planning
- extend the risk assessment to cover all risks that children come into contact with, with particular reference to the use of the trampoline
- develop further the use of reflective practice and self-evaluation in order to plan for ongoing improvement.

The effectiveness of leadership and management of the early years provision

The childminder gives due regard to safeguarding children. She has a good understanding of child protection matters, including the procedure for reporting any concerns. Risk assessment is generally comprehensive and identifies risks and how these are minimised. However, the childminder has not included in this the use of the large trampoline in the garden despite the fact that she has clearly given some thought about how to use it safely with the children. The childminder provides good levels of supervision when caring for the children. She is trained to administer first aid and keeps relevant information and records to ensure she is able to take the necessary action in the event of a medical emergency.

The home is suitably organised to allow children easy access to a suitable range of resources. The childminder organises toys to be within the children's reach and this encourages them to make choices and decisions regarding what they do. The childminder maintains good relationships with parents so that relevant information is exchanged on a regular basis. This ensures she is able to respond immediately to any changes in children's needs or routines and so promotes continuity in their care. The childminder provides parents with information about her service during the settling-in period and maintains appropriate information to ensure children's care needs are met. She talks with parents regularly about what the children do and shares with them photographs and the children's folders. The childminder works with others to support all children and to ensure any individual needs are met. She is very mindful of ensuring all children are included and adapts activities so that all ages and abilities are fully involved.

The childminder has a suitable commitment to providing a quality service for children and families. She has met both of the recommendations made at the last inspection, through attending training and revising her documentation. She recognises some areas of her service that she wishes to improve, such as her confidence in promoting children's learning. She has started the process of self-evaluation but this is not yet sufficiently developed to give a clear view of how future improvements will be made.

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

Children are happy and very settled in the childminder's home. They move around with confidence as they play and readily seek out the childminder to join in their games and provide reassurance when needed. The childminder devotes her time to playing with the children and supporting their learning. She is developing her understanding of the Early Years Foundation Stage and starting to carry out observations on the children and use photographs to build a picture of what they can do. This helps her to understand the children well. However, she is not yet clearly identifying the next steps for individual children and planning how these can be supported through the activities she provides in order to maximise their progress.

Children engage in many worthwhile activities that help them express themselves imaginatively and extend their language and physical skills. For example, children name animals as they pull the figures out of a box and act out simple scenarios using some familiar farmyard animals. The childminder helps with vocabulary when needed and encourages conversation by asking children questions in a way that encourages them to express their ideas. Children develop concentration and manipulative skills as they try to thread buttons onto a lace. The childminder provides sufficient support to prevent them getting frustrated and uses praise to boost their self-esteem. Children develop a good understanding of healthy living through activities such as cooking and tasting sessions. For example, children chop fruit to make a fruit salad and eat what they make. They follow good personal hygiene practices and understand why this is important to keep themselves well. Children regularly walk to and from activities and during such outings they learn some simple messages about road safety. They practise the fire evacuation procedures and as a result are learning how to keep themselves safe. The childminder makes good use of community groups and outings in the local area to broaden children's experiences. Children learn about the natural world and enjoy activities that introduce them to a range of cultures and lifestyles. Young children make new friends and learn how to play cooperatively with others.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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