

Inspection report for early years provision

Unique reference number	EY229710
Inspection date	09/02/2009
Inspector	Alison Putnar
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2002. She lives with her family in a semi-detached house, in Carlton, a suburb of Nottingham. Children have access to the whole of the ground floor which includes a playroom, quiet room and lounge. Toilet facilities are on the first floor, there is also a fully enclosed back garden available for outside play. The premises are accessed by a low step. The childminder is registered to care for six children under eight years old at any one time. There are currently five children in the early years age range attending part-time during the week. Older children also attend. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides a good quality service overall, in a welcoming and safe environment where children enjoy their play. She ensures children's individual needs are met through suitable communication with parents. Activities are provided to engage children's interests and some are planned to offer new experiences, helping to build on previous knowledge and skills. As a result, children make satisfactory progress. The childminder shows a positive attitude to improving her service through attending courses, she is at an early stage of reviewing her practice to identify areas for future development to bring about improvements for children.

What steps need to be taken to improve provision further?

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

- implement a process to make observations and record assessments of each child's achievements and progress. Use the observations of children's progress to highlight next steps for their learning and plan a range of activities to help children work towards these steps
- develop wider systems for sharing information about children's progress with parents and other settings that the children attend, providing continuity in children's learning
- develop systems to monitor and self-evaluate the Early Years Foundation Stage provision to meet children's learning and developmental needs more effectively
- extend the policies for safeguarding children and managing complaints.

The leadership and management of the early years provision

The childminder organises her home and childminding service to meet the needs of the children. A good amount of space is available, enabling young children to sleep peacefully while others continue to play actively. All records are in place for the safe and efficient running of the setting. A selection of written policies and

procedures are in place to guide her practice, most include the required detail. These are shared with parents engaging their support in keeping children safe and healthy. Secure arrangements are in place to ensure children are safeguarded. The childminder demonstrates a good understanding of practices to protect children from harm or neglect. She has attended training extending her knowledge of procedures to follow should she ever be concerned. Children's safety is further promoted as the childminder undertakes risk assessments of her home and any outings. The childminder effectively ensures children are closely supervised further reducing the risk of accidents.

Close working relationships between the childminder, parents and other settings the children attend ensure children receive consistent care. Daily discussions include details about routines, activities undertaken and some information about children's development. Methods for recording details about children's progress are not yet in place, as a result the childminder does not track children's progress or identify the next steps for them to work towards, potentially missing opportunities for children to make maximum progress. Some additional activities are beginning to be planned that offer new experiences such as baking, craft work and trips out.

The childminder shows a positive commitment to continuous improvement through appropriately addressing issues raised at the last inspection. She is keen to further develop her knowledge and skills through additional training courses and is working towards a recognised childcare qualification. Systems to review her practice and identify areas for further development are not yet secure. She informally gains feedback from parents during daily discussions and is beginning to use documents relating to the Early Years Foundation Stage (EYFS) to guide her practice.

The quality and standards of the early years provision

Sound relationships are evident and children are welcomed and supported. They access a suitable range of toys that portray positive images of our diverse society and explore the local community during trips out. Children develop their imagination and make sense of their surroundings as they explore toys such as cars, dolls and teasetts, acting out familiar experiences and making up their own stories. They access activities that support early writing skills, developing the control to use chalks, crayons and pens. Children's language skills are developing as the childminder engages in play with them, talking as she does and as a result, children hear and repeat back words they hear. Children develop mathematical knowledge through some appropriate daily activities, counting the stairs on the way to the bathroom or talking about longer and shorter tracks when playing with the trains. However, some activities such as work sheets are less effective for the younger children.

Children access a good range of toys and resources in the childminder's home. The day is organised to incorporate time for rest and play. Visits with other childminders and to local toddler groups provide good opportunities for social development as the children mix with others of a similar age. Children make steady progress through the range of activities available. They appear confident and

settled in the childminder's care. Children make choices about activities ensuring they enjoy themselves and are active. Good personal and social skills are encouraged. Children sit at the table for meals and are encouraged to use good manners. They are praised warmly by the childminder as they begin to share and take turns, thus developing their positive self-esteem.

Children develop their personal independence as they help to put away toys after playing. This is also used to help children consider their safety, clearing the floor before getting other toys out to prevent trips and falls. Children are supervised well and supported to manage skills of using the stairs carefully, again developing their knowledge of safe practices. Some opportunities are provided for children to benefit from fresh air as they visit local parks. They develop their physical skills when using outdoor equipment and during trips to indoor soft play centres. Overall a balanced diet is provided that caters for children's individual requirements and takes account of preferences.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.