

Inspection report for early years provision

Unique reference number	EY229845
Inspection date	02/09/2011
Inspector	Judith Rayner

Type of setting	Childminder
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E: enquiries@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).

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 registered in 2002. She lives with her husband and teenaged daughter in a semi-detached house in Mansfield Woodhouse, Mansfield, north Nottinghamshire. There are local amenities close by, such as a park, schools and shops. The family has a pet hamster. The whole of the ground floor is accessible to children, with toilet facilities also accessible on the ground floor. There is a fully enclosed and secure back garden. There is also sufficient parking available outside the home.

The childminder is registered on the Early Years Register and the Voluntary and Compulsory parts of the Childcare Register. She is registered to provide care for six children under eight. There are currently nine children on roll, two of whom are within the early years age group. They attend various days and times throughout the week. The childminder 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 provides a welcoming, homely environment where children are making good progress in their learning and development. Children are happy and settled due to the childminder ensuring their welfare, health and safety needs are met well. Good partnerships are in place with parents, which supports meeting children's overall needs. Records, policies and procedures and resources are mostly robust, clearly written and well organised. The childminder uses a useful self-evaluation process to identify areas for improvement to ensure the outcomes for children continue to develop.

What steps need to be taken to improve provision further?

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

- review some aspects of the system used to record children's achievements and their next steps of learning to track their progress more closely
- increase the range of opportunities, experiences and resources to raise children's awareness to other's similarities and differences, including religious and cultural festivals.

The effectiveness of leadership and management of the early years provision

The childminder is knowledgeable and confident in her role to safeguard children. She is fully aware of the procedures she needs to take should she have any concerns regarding a child in her care. A written safeguarding policy is in place which is also shared with parents from the onset. However, the information regarding any allegations being made against the childminder or others is not as

clearly written. Informative risk assessments are undertaken annually which are clearly written, including all areas where children are cared for, outings and anything that may pose as a potential hazard. Good strategies are in place to minimise hazards in the home, such as, safety gates and electrical socket covers. Good levels of supervision of children are maintained during daily activities inside the home, garden and during outings. As a result, children are able to explore safely and independently whilst having fun.

Children's individual needs, such as, meal, sleep times and school runs are carefully considered by the childminder because she organises the daily routine well. A good range of toys and resources are easily accessible for children to make independent choices in their play, such as, presenting toys on the floor, in boxes and toy chests. Written policies and procedures successfully support the practice and delivery of the welfare requirements and the outcomes for children. Records are mostly robust and maintained well. However, the fire drill records do not clearly indicate and evidence all drills undertaken by children when practising them.

Children are treated with equal concern. The childminder knows her children very well. Boys and girls are encouraged to play with the same toys and the childminder adapts and changes the activities, ensuring all children are able to participate irrespective of their age and ability. Children learn about their local community because they spend time visiting the shops, parks and library. There are fewer opportunities for children to learn about others' similarities and differences, including religious and cultural festivals because there are not as many toys, resources and activities provided for them. A good partnership with parents is in place. Written responses indicate the high value the parents place on the service which is provided by the childminder. Information is provided for parents highlighting the service that is offered, such as, written policies and procedures, daily diaries and posters displayed around the home. There are suitable systems in place with others who are involved with the care and learning of children who attend the childminder's home, with regular discussions between other professionals.

The childminder has a useful system in place to review aspects of her service and skills to ensure improvement. Parents are encouraged to contribute their ideas along with the children through verbal discussions. More toys and resources have been purchased to ensure younger and new children starting settle quickly with the childminder. The childminder has kept up to date with current requirements and paediatric first aid training. Recommendations made at the last inspection have mostly been addressed, ensuring children have access to drinks throughout the day. However, the planning of play has been brought forward as a continuing recommendation to support children's ongoing development needs in line with the Early Years Foundation Stage Framework.

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

Children are happy, confident and settled. They are making good progress in their learning and development. The childminder ensures children are active learners because she encourages and provides children with toys and activities that she knows they enjoy playing with and are interested in. The childminder knows the children she cares for well and plans play flexibly whilst encouraging the children to take the lead in their chosen activities. The childminder observes children and has started to use a new system to record what the children have done through the day. However, these records do not always link closely enough to the early learning goals or plan enough to support children's next steps in their learning. An attractive scrapbook, filled with beautiful and colourful creative artwork and mark making samples of children's work, is shared with the parents. Children are also encouraged to look at the book, enabling them to reflect on what they have achieved. Further pictures are displayed in the home where the childminder fully values children's achievements, thus raising their self-esteem.

Children's behaviour is good. They enjoy the company of the childminder and are developing good relationships with their peers. Children are familiar with the expectations that the childminder promotes, such as, placing the book that they have brought from home back in their bag once they have finished reading it. The childminder praises children on the smallest of achievements, using positive words of encouragement and warm smiles. This helps children have a feeling of security and awareness of what is expected of them. The imaginative skills of children are wonderful. They quickly engage with each other, agreeing to set up a wedding occasion, collecting a wide range of dolls, toy furniture and utilising existing furniture as a base. They engage in conversation of who is getting married, what they will be wearing, the colour of the outfits, how the hair will be styled, where everyone is going to eat and what food they will be eating. Children pretend to go shopping using toy food and trolleys, pushing the trolley confidently around the home. They work effectively together as they manoeuvre dolls into place and place objects around the floor and tables measuring, calculating and problem-solving. Children play extremely cooperatively with one another and have lots of fun and express their happiness through laughter and chattering, in excitement. Children refer to events from pre-school when they also had a pretend wedding and the roles they each undertook.

The childminder is a good role model in promoting personal hygiene. She encourages children to wash their hands before eating, after messy and outdoor play, and after using the toilet. Menus are healthy and fully address any individual dietary needs, likes and dislikes. Children who bring packed lunches from home are closely monitored to ensure these are also healthy and nutritious. Drinks are available throughout the day and children's intake of fluids is closely monitored to ensure they do not become dehydrated. Children learn about their own safety because the childminder talks to the children about road safety and reminds children on very odd occasions not to stand on chairs and boxes. Children enjoy fresh air and exercise as they spend time in the garden using the trampoline with close supervision and ride trikes. They spend time at the park and walk to and

from pre school and school. To help children develop the skills they will need for the future, they are provided with a good range of toys and activities. They learn to take care of their own belongings, placing their shoes on the shoe rack when they arrive. They participate in mark-making activities, using a wide range of resources and materials such as felttips, pencil crayons and paint, as well as accessing investigative, musical and programmable toys.

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	3

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	3
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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