

Inspection report for early years provision

Unique reference number	EY233652
Inspection date	18/09/2009
Inspector	Susan Riley
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 was registered in 2002. She lives with her family in a suburb of Nottingham. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children in the early years age group. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The whole of the ground floor accommodation is used for childminding, with sleep and toilet facilities available on this level. There is also access to an enclosed rear garden, which is used for outdoor play. The family has three pet cats. The childminder regularly attends local toddler groups with the children and takes and collects children to and from schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of each child's individual needs and successfully promotes their welfare and learning. Children are safe and secure and thoroughly enjoy their play and learning. The partnerships with parents are a key strength and are significant in making sure that the needs of all children are met. This ensures that children make steady progress, given their age, ability and starting points. The childminder has started to use the self-evaluation process to identify areas for improvement to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- develop further the use of observational assessment to identify where each child is in their learning and to plan more effectively for their future learning needs.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe environment and the childminder has a sound understanding of safeguarding issues. Reliable systems are in place for the maintenance of records and documents. The childminder has devised her own policies and procedures to ensure her own skilled practice and the safety and good health of the children. Systems are in place to review all policies and procedures to ensure they are kept up to date with current guidance. The childminder attends regular training to continually improve her own knowledge and understanding around caring for children. The childminder takes practical steps to ensure that children are safe indoors and outside, and that all equipment and toys are suitable and safe. For example, she ensures that gas safety checks are carried out each

year and completes detailed risk assessments. She protects children by checking the identity of all visitors and if other people than the parents are collecting a child a password system is used.

The system for self-evaluation takes into account the views of the children and parents and carers. This process is effective in identifying the childminder's strengths and weaknesses. The childminder has clear improvement plans in place for her minor weaknesses, mostly around her own knowledge and she has attended or booked on training courses to enhance the provision for children. The childminder is developing systems to monitor children's progress in relation to their starting points. Through devising development records which will show the child's learning journey whilst being with the childminder. The childminder is starting to use observations and assessments to plan for the next steps for children's learning. Resources are readily available for the children and they are able to make their own choices about what they would like to do and play with. This practice promotes their independence. The childminder ensures she can supervise the children at all times.

The childminder has a sound knowledge of each child's background and needs. They use activities, resources and the local community to raise children's awareness and understanding of diversity. Parents receive their own detailed welcome pack from the childminder covering all her policies and procedures. This ensures they are fully aware of her practice. The childminder has daily discussions with the parents and arranges more formal meetings on a monthly basis. This ensures parents are kept up to date with their children's achievements, wellbeing and development. Effective steps are taken to promote children's good health and wellbeing. Progress since the last inspection has been good and the childminder has taken action on the one recommendation made.

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

The childminder demonstrates a suitable knowledge of the learning and development and welfare requirements to promote children's learning and care. She has a good understanding of how children learn through play and how they develop. The indoor and outside environments are set up for children's learning offering children free choice of activities and resources. The childminder is very warm and welcoming to the children, thus providing a safe emotional environment where children feel safe and secure. Activities are planned, based on the individual children and their likes and dislikes. Children are taught about safety issues as part of the daily routine. For example, when out walking they learn about road safety and they regularly practise the emergency evacuation procedures so they are fully aware of what to do in the event of an emergency. Children are well behaved and are encouraged to share and take turns.

The good health and wellbeing of children is positively encouraged. All meals and snacks are based on healthy eating and all meal times are social occasions where children learn good social skills. Children are given choices of fruit throughout the day. They follow good hygiene routines and have their own individual flannels and

towels for hand drying to prevent the risk of cross-infection. The childminder has registered with the Food Standards agency. Children are encouraged to play outside or go for walks everyday, so they feel the benefits of fresh air and exercise. They attend a local visitor's attraction for more physical challenge as part of the weekly routine. The children belong to the local book lending library and have their own library cards. They also go to the local toddler groups so they learn to socialise with their peers.

Children are well behaved and the childminder helps them to feel good about themselves as she is constantly praising them. They are also rewarded with certificates for being kind to their friends or helping. Children enjoy dancing and singing to music. They demonstrate positive attitudes towards learning and are very keen to participate. Children are happy with the childminder and they have fun together. They problem solve as they try to place a doll in the dolls pushchair and fasten the doll in. The childminder is skilled at letting the children try for themselves before asking if they need help. Children are very caring and the younger children wrap the doll up in a blanket and kiss and cuddle the doll. They learn about spatial awareness and coordination as they push the dolls pushchair around the play area.

The childminder helps the school children with their homework and encourages children to learn life skills as in cooking, handling money when out shopping with the children. They are also given opportunities to use the computer under supervision and the younger children have opportunities to use the interactive toys which help them start to understand about technology. The childminder encourages children to talk and use language imaginatively. Younger children are provided with items to handle and explore in safety, so they begin to be aware of shape and size.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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