

Inspection report for early years provision

Unique reference number	EY286728
Inspection date	24/07/2012
Inspector	Janice Walker
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 2004. She lives with her husband and two children aged nine and four years in the Stapleford area of Nottingham. The home is within walking distance of local facilities including schools, parks, shops and library. It is accessible by five steps. All areas of the home may be used for childminding purposes although this mainly takes place on the ground floor. Toilet facilities are situated on the first floor. There is an enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, two of whom may be in the early years age range. Currently, there are a total of 13 children on roll, all of whom attend on a part-time basis. Five of these children are in the early years age range. The childminder provides care all-year round. She has a vehicle available for her use and 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 and stimulating environment for all children. Detailed policies and procedures underpin her effective practices which help to ensure that children's welfare is promoted. Children access a wide variety of good quality toys and activities which are well planned. Along with the childminder's good interaction, this helps to ensure that each child makes good progress in their learning and development. Excellent partnerships with parents and with others involved with the children successfully ensure consistency and continuity in children's care and learning. She makes good use of self-evaluation to help ensure the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- support the continual improvement of the outcomes for children by making use of the full range of quality improvement tools available.

The effectiveness of leadership and management of the early years provision

Steps taken to safeguard children are good. Their safety is well promoted within the home and on outings due to the childminder having undertaken comprehensive risk assessments. She carries out checks prior to children's arrival

each day to ensure that any potential risks are minimised and appropriate safety equipment is in place. She has a clear understanding of her responsibilities relating to child protection and has updated her knowledge through recent training. Robust systems are in place to ensure that all adults in the home are suitable to be in contact with young children and clear procedures are in place to ensure an effective response to an emergency situation. The childminder's practice is underpinned by clear and relevant policies along with very well organised documentation. This ensures children's individual needs are effectively met. All areas used by children are organised well to enable them to independently access their toys and to provide safe, quiet areas for those needing to sleep.

The childminder evidences a strong commitment to improving her own knowledge and keeping up-to-date with all new initiatives relating to the care and education of children. This is demonstrated through the recent achievement of a recognised childcare qualification. She has responded positively to the recommendations made at her last inspection which has further improved children's safety along with systems for planning activities and monitoring children's progress. The childminder uses reflective practice to monitor her provision. Through the recent self-evaluation process, she demonstrates a good awareness of the strengths of her provision along with areas for further development and the resulting action plan has some clear targets for the future. Whilst existing practice and the outcomes for children are good, the childminder is not yet making full effective use of the quality improvement tools available in order to develop this further.

The childminder establishes highly positive relationships with parents. They share detailed information about their children's needs and levels of ability at the outset which enables her to provide excellent levels of support and stimulation. Consequently children settle quickly and swiftly develop trusting relationships with her. Parents are kept fully informed about their children's ongoing achievements through a written daily diary and frequent access to written observations and assessments. The childminder discusses targets for children's learning so that parents can support this at home. Through ongoing verbal exchanges and more formal questionnaires, parents actively provide their views and contribute to decision-making within the setting. The childminder is pro-active in establishing highly effective relationships with other providers where children also attend other settings, with detailed information shared on an ongoing basis so these children benefit significantly from a fully integrated approach to their care and learning.

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

Children are happy and settled, they are cared for in a warm and welcoming environment. They move around their play areas independently and show high levels of confidence as they choose which toys and activities they want to play with and make requests for additional ones. Toys and play materials are in good condition and easily accessible. In good weather, good use is made of the garden and children enjoy a wide range of activities in this area. The childminder's ongoing interaction with children supports their learning well; she encourages their

use of language through talking to them as they play and supports activities such as board games ensuring that each child is appropriately assisted and challenged. They thoroughly enjoy playing with the sand, gaining an understanding of weight and capacity as they fill and empty using different sized containers. Younger children are encouraged to explore the texture of the sand and other materials such as play dough, exploring how they can manipulate and make patterns in these different substances. Younger children benefit from the company of those who are older: they watch and copy their actions during play and sit on their knee for cuddles and to look at pictures in books.

The outdoor role play area, with its wide selection of accessories, successfully engages children in make-believe play. They communicate in this area confidently and show good skills in sharing and co-operating with each other. Resources such as books, small figures and dolls reflect the wider community and help to raise children's understanding of the world in which they live. Outings in the local and wider community to toddler groups, parks and farms support this well and provide opportunities for children to more widely explore the natural world. The childminder makes ongoing observations of what children can do and has a good understanding of their levels of ability. She makes good use of her observations to identify children's next steps in learning and plans purposeful play opportunities to support these. Her secure understanding of the Early Years Foundation Stage ensures that children make good progress across all areas of their learning and development.

Children remain safe due to the secure environment and childminder's vigilant supervision. They begin to learn about possible dangers and how to keep themselves safe through routines such as regular practises of the emergency evacuation procedures. They demonstrate their sense of security in the setting through open displays of affection such as smiles and cuddles on arrival. Children's good health is promoted well. Routines are well used to support their understanding of the importance of good personal hygiene. Without prompting, they know to wash their hands before meals and to remove outdoor shoes when indoors, and understand the reasons why. All children enjoy regular opportunities for fresh air and exercise through daily outings and regular times spent in the garden along with trips to local parks. The childminder has an effective policy relating to healthy eating and children enjoy regular balanced meals. Their understanding of what constitutes a healthy diet is supported through play activities such as selected board games. Children are settled and happy in the childminder's care. They behave well and show respect to each other and their environment, taking turns when playing games and happily sharing resources. The range of activities provided along with the childminder's warm and caring manner and positive engagement with children means that they are developing strong skills to support their future learning.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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