

Inspection report for early years provision

Unique reference number	EY296568
Inspection date	20/11/2008
Inspector	Esther Darling
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 2004. She lives in the Clifton area of Nottingham city with her husband and children. There are small steps to house, meaning that there is somewhat limited accessibility. The toilet is located on the ground floor. The childminder cares for children five children under eight years, of whom three are on the Early Years Register and compulsory Childcare Register. The family have a pet rabbit and fish in an outdoor pond that is securely covered in the enclosed rear garden. Children are taken to school and pre-school.

Overall effectiveness of the early years provision

The childminder provides very well for children in the Early Years Foundation Stage and is most effective at promoting their welfare and learning and development. She recognises the uniqueness of each child and uses this to support the vast majority of children to ensure that they are not disadvantaged. Liaison with parents is good because they are provided with high quality information. The childminder shows a clear commitment to continuous improvement as she has recorded the current strengths and minor weaknesses of the service she provides.

What steps need to be taken to improve provision further?

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

- obtain information, prior to the child attending regarding legal contact and parental responsibility and develop risk assessments with regard to outings
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The leadership and management of the early years provision

The childminder provides a very warm, welcoming and stimulating environment which is in excellent decorative repair. Furniture, equipment and toys are safe, age appropriate and in good condition. The childminder promotes children's health, safety and wellbeing by following an impressive set of procedures and by keeping accurate records. The childminder is aware of each family's personal circumstances, although has not gathered specific information on who has legal contact and parental responsibility for each child. Children are safeguarded because the childminder has an excellent written policy including her procedures to follow if concerned that a child is being abused. The home is fully risk assessed and this is recorded and reviewed when needed.

The childminder is aware of the many strengths of the provision such as her knowledge and implementation of Early Years Foundation Stage. All outings are risk assessed informally although the childminder is aware of the need to develop these further. Improvement since the last inspection is most effective. For

example, the childminder has developed play materials and activities which reflect diversity and help children learn to appreciate and value each others similarities and differences. Opportunities for children to develop and use their home language in their play and learning are not yet fully developed. The childminder has also successfully promoted the good health of children by seeking written parental permission prior to administering medication and for the seeking of any necessary medical advice or treatment in the future. Parents have access to the excellent development records that are informative and attractive. There is a regular exchange of information with the parents, which is informal. However, what they know about their children is not used to full effect in order to influence the progress that they are able to make.

The quality and standards of the early years provision

Children benefit greatly due to the childminder's awareness of the six areas of learning and the Early Years Foundation Stage learning and development requirements. She is familiar with observing and assessing children in order to help her plan for their progress. Children grow in their sense of self-worth because the childminder listens to and values what children have to say, having relevant conversations appropriate to children's level of understanding. The childminder knows children very well and this helps her to plan according to their interests and individual learning. Children learn about the no talking rule when crossing the road and get off their bikes until they are somewhere safe again, for theirs and others' safety. Children know from a very young age to wash their hands after using the toilet and touching the rabbit, or before eating. They are forming positive relationships with others and learning to behave appropriately. The childminders approach enables children to make choices and generally become well-rounded individuals with a good self-esteem.

There is clear daily planning in place so that children know the routine of what happens next in the day. The childminder understands how this promotes security and good behaviour as children are settled and she talks to them about what will happen next. Young children are using long sentences, making choices and concentrating well. They have impressive social skills and really enjoy activities such as role play like dressing up or playing with the dolls which encourages personal social and emotional development. Children often look at the impressive range of books which are beautifully displayed and this has a positive impact on their burgeoning communication, language and literacy skills. Bark rubbing in the local flower park or looking after a hibernating hedgehog in the garden, promotes children's knowledge and understanding of the world. Other valuable experiences include visiting the sensory room at the children's centre and pond dipping on a farm trip.

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?	3
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
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?	2

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 or concerns raised 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.

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