

Inspection report for early years provision

Unique reference number	EY306144
Inspection date	26/03/2009
Inspector	Diana Pidgeon
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 was registered in 2005. She lives with her husband and four school age children in a suburb of Nottingham. The house is within walking distance of local schools, parks, the library and toddler groups. Minded children have access to the playroom, hall and kitchen on the ground floor and toilet facilities on the first floor. Two bedrooms on the first floor are available for sleeping children. There is also access to an enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children under eight at any one time. There are seven children on roll, all of whom are in the Early Years range and attend on a part-time basis. The childminder works Monday to Thursday during school term-times only. She holds a recognised Early Years qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder provides a safe, secure and stimulating environment that promotes positive attitudes and effective learning. Children's individuality is highly valued and utilised to ensure that care routines fully meet their needs and that their learning is inspired by their own interests. The childminder has excellent methods of working with the parents so that relevant information is exchanged, resulting in continuity in the children's care. She demonstrates a strong commitment to making ongoing improvements and has begun to effectively evaluate her practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the use of reflective practice and self-evaluation to monitor all aspects of the provision in order to support ongoing improvement.

The leadership and management of the early years provision

The childminder has an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS). This enables her to effectively put the principles into practice so that children's care and learning are fully supported. The childminder is very experienced in working with young children and attends ongoing training to keep her knowledge and skills up to date. She actively takes on board new ideas in order to enhance her own practice. For example, she recently introduced new assessment sheets to complement her record of children's achievements. She is beginning to seek the views of the families for whom she provides care and uses

self-evaluation to review her practice, although, this is not yet well established to fully show her future intentions.

The learning environment is very well organised with easy access to resources that meet the needs of the children attending. Comprehensive policies and procedures are in place and reflect the childminder's good practice. Children benefit greatly from the excellent relationships in place between the childminder and the parents. Through the use of informative daily diaries, displays and extensive methods of communication, parents are well informed about their children's care, learning and development. The attractive record of children's achievements provides parents with an accurate view of their progress combined with a valuable memento of their time with the, childminder. The childminder keeps a wealth of materials that she is happy to share with parents such as, advice on feeding children, information about the EYFS and numerous leaflets so that she can respond appropriately to any requests for information. Links with other providers are effective and promote the continuity of children's learning. For example, the childminder takes time to talk with playgroup staff so that any topic work can be extended with the children whilst they are in her care.

Children's safety is given high priority. The childminder conducts risk assessments and is vigilant in promoting children's safety in the home, garden and whilst on outings. She has well considered emergency plans in place to further protect children. She is aware of her responsibility to safeguard children and understands how to take appropriate action if she was concerned about a child. Her procedures to protect children are shared with parents so that they are fully aware of her responsibilities.

The quality and standards of the early years provision

Children are exceptionally happy and confident in the childminder's care. They greatly benefit from the child-centred environment in which they receive care. The childminder ensures that all children have a good range of resources within their reach that are appropriate to enhance all areas of their development. Storage is very well considered so that children can help themselves to items of their choice from low shelves or boxes and drawers that are labelled with pictures that show the contents. The childminder rotates what is available to the children so that they are not overwhelmed by choice but always have plenty of exciting opportunities available to them. There is a balance of adult-led and child-initiated play that helps children to be active learners. Many sensory and practical activities are offered every day and children clearly love to experiment with a wide range of substances and materials. For example, children are eager to play with cornflour and delight in mixing large quantities of the dry powder with water and talking about how the texture changes. The childminder knows just how and when to intervene to move the children's learning forward and matches this carefully to the differing ages and abilities of the children so that they are all making rapid progress. Her observations of children's learning are very clearly recorded and show how she plans for their ongoing development based around their own interests and learning styles. Communication skills are encouraged well and children readily express their ideas and opinions. Young children use musical instruments to explore sound and the

childminder uses such activities successfully to enhance their listening skills. Children count, recognise numerals and match within their play. Through the use of 'dens' within the room children learn about light and dark. They experiment using torches and see the effect of coloured lights. Children also handle many battery operated toys and access learning programmes on a computer and, as a result, are confident with modern technology. The childminder has a positive attitude towards diversity and provides resources and activities that help children develop an awareness of the wider community, their own and other cultures. Children have plenty of opportunities to be active and the garden is used creatively to promote all areas of children's learning. There is a high emphasis on children understanding the natural world and actively planting and caring for seeds and plants.

Children thrive because their health and nutritional needs are very well met. Children learn the importance of good personal hygiene, such as, washing their own hands and cleaning their teeth. Their independence is fostered because the childminder thoughtfully provides individual towels on low hooks that are labelled with a picture significant to each child so that they can identify their own items readily. Her commitment to encouraging healthy eating also ensures children have a balanced and nutritious diet that is kind to their teeth. Meals are freshly prepared and meet any specific dietary requirements for individual children. Children are consistently helped to learn how to keep themselves safe, for example, by learning about road safety when they are out and about. The childminder utilises trips to the fire station and other services to help children understand important safety messages and to widen their knowledge of people in the community who help them. Children's sense of belonging is exceptionally well fostered. Children's art work is very well labelled and displayed and the childminder creates books with the children that show what they do. For example, a book that shows a recent outing to the park is used to recall the event and when taken on a repeat outing is used to notice any changes in the environment. Children behave extremely well, are enthusiastic and motivated. The childminder uses her skills to create a calm and happy environment where they learn to work harmoniously with others. They learn that each one of them is important to her and valued as an individual.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.