

Inspection report for early years provision

Unique reference number	EY330685
Inspection date	22/02/2012
Inspector	Bernadette Cooley
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 February 2006. She lives in Nottingham City Centre, close to shops, parks, schools and public transport links. The ground floor of the childminder's house is used for childminding and children use toilet and bathroom facilities upstairs. There is a fully enclosed garden available for outside play and the childminder makes full use of the local amenities, such as parks, play areas and children's centres.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She currently minds two children part time, both of whom are in the early years age range. 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 satisfactory.

Children are secure and settled in the home because the childminder provides a calm, welcoming and inclusive setting for all. Each child's individual welfare and learning needs are met as assessments are generally effective and enable next steps to be planned. As a result, children make steady progress in their learning and development. The childminder has sound relationships with parents; however, they do not have opportunities to fully contribute to their child's learning and development records. Most policies and procedures that ensure the safe and efficient management of the provision are in place, however regular evacuation drills are not yet carried out. The childminder reflects on her practice and has identified some areas for development, which indicates a sound capacity to improve.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details of any problems encountered and how they were resolved
- develop procedures to ensure parents are able to contribute to children's ongoing assessments so they can be fully involved in their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded and protected because the childminder has a suitable understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures. She has completed relevant safeguarding training and an effective policy is in place. All adults in the setting are suitably vetted. The childminder's policies and procedures are made available to parents, ensuring they are fully aware of her responsibilities regarding child protection. Appropriate risk assessments are carried out to ensure that children are safe in the home, garden and when on outings. Most records, which are required for the promotion of children's health and welfare, are in place. However, children's awareness of safety is not fully enhanced because the childminder is not conducting and recording regular fire evacuation drills. The childminder forms good relationships with the children in her care and strong attachments are evident, which help children feel safe and secure.

Children are happy and settled in the childminder's care. There is a calm, relaxed atmosphere. Appropriate resources are available; these are suitably arranged to enable children to access them with sufficient space available for them to play. Children are valued for their uniqueness and are fully included in all aspects of the setting. The childminder promotes equality and diversity appropriately through her practice by treating children with respect, acknowledging their differences and helping them to become aware of their own and other cultures. In addition, the childminder is developing her range of resources to reflect the diverse world. An effective policy is in place to promote equal opportunities and the childminder is sensitive to the needs of all children in her care.

The childminder liaises positively with parents. Useful information is exchanged which means that parents' wishes and children's individual needs are sufficiently met. This helps children settle well at the start of their placement. However, procedures are not yet in place for parents to add their comments to their child's learning and development records. The childminder is developing sound partnerships with other professionals delivering the Early Years Foundation Stage. She enhances her provision with sessions provided by the local children's centre and regularly takes children to other groups. As a result, children benefit from small and larger group activities that develop their social skills and awareness.

The childminder demonstrates a sound commitment to developing her practice and some priorities for improvement are identified. She reflects on and observes children's participation in the home to ensure that they are happy. This is evident as positive relationships have developed, enabling children to form trusting relationships outside their own immediate family.

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

Children are relaxed and settled with the childminder. The childminder's practice is inclusive and all children are able to participate fully in activities. Her interaction with young children is gentle and patient, and she engages with them appropriately, providing support and positive praise. Children are familiar with the routine and they have opportunities to practise their independence skills. For example, children are able to make choices in their play and routine as they independently access age-appropriate resources. As such children are becoming confident and gain high levels of self-esteem as they practise their decision-making skills.

Children begin to develop skills for the future; they access to a good range of quality books and play equipment. The childminder spends dedicated time calmly engaging with children. She talks with the children as they play to encourage their communication skills and extend their language. This positively supports their learning. The resources provided are age-appropriate and there are opportunities for children to cook and take part in creative activities using a variety of self-selected materials. The childminder supplements her provision by attending play sessions with local groups and by using the library. Trips are taken to the local park and soft-play centres which encourage children's physical development. Children use a range of equipment to practise their mark-making skills, and there is a range of puzzles and games which help children develop essential pre-reading and early mathematical skills. Other resources are provided that are interactive and require action by the child to make them work. This inspires children's curiosity and helps them develop early skills linked to information and communication technology. The childminder carries out observations and broadly identifies next steps in children's learning. As a result, children are steadily making progress towards the early learning goals.

The childminder promotes children's health and well-being and good hygiene routines, such as hand washing, are well established. Children have opportunities to be active and quiet according to their needs and the childminder adapts routines to ensure they can rest and relax appropriately. Consequently, children are beginning to understand the need for activity and rest as part of a healthy lifestyle. Good practice is further demonstrated as the childminder encourages children to have a healthy attitude towards food by providing balanced and nutritious meals and snacks, and ensuring that all children have access to drinks.

Children generally behave well in this setting. The childminder has clear rules and boundaries around behaviour, which means that children understand what is expected of them. This has a positive impact on their behaviour. The childminder focuses on developing positive attitudes and uses a variety of strategies, such as star charts and positive praise, to support this.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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