

Inspection report for early years provision

Unique reference number	EY340993
Inspection date	25/01/2011
Inspector	Karen Byfleet
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 2006. She lives with her husband, who is also her registered assistant. They live in the West Bridgford area of Nottinghamshire and have a pet dog and pet lizard. The childminder's home is close to local schools, shops and parks. All areas of the childminder's home are accessible to minded children with the exception of the rear and master bedrooms. Children also have access to an enclosed rear garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of six children under eight years, of which three may be in the early years age range. When working with an assistant this is increased to 12 children under eight years, no more than four in the early years age range. There are currently 14 children on roll and of these six are in the early years age range. These children attend at various times throughout the week.

The childminder takes and collects children from the local school and she attends the local childminder group and library regularly. She holds a level 2 childcare qualification, attends training and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good and children are happy and settled within the warm, homely environment. Effective partnerships with parents have been established to ensure children's welfare needs are consistently met. All the required documentation is in place, which ensures children are safeguarded. The childminder has not yet started to self-evaluate her provision although she has a clear vision for the future and how she intends to ensure she maintains improvement. Children are making satisfactory progress in their learning and development. The childminder does not yet fully assess their progress or plan effective activities that take account of children's interests.

What steps need to be taken to improve provision further?

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

- use observations of children to assess the progress which they are making and plan appropriate play and learning experiences based on the children's interests and needs
- implement a system of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has devised and implemented an effective safeguarding policy which is understood by her assistant and which she shares with parents. The policy is clear in informing parents of the childminder's and her assistants' roles and responsibilities to ensure children are safeguarded. Detailed and effective risk assessments are in place for the premises, equipment and any outings undertaken with the children. These are reviewed regularly to ensure they remain valid and consistent. An emergency evacuation plan is in place and this is practiced with the children, helping to raise their awareness of safety, and these are recorded. The childminder deploys resources well. She and her assistant attend training through the local authority, enabling both the childminder and her assistant to update their knowledge and skills. Children have access to all downstairs areas of the childminder's home and there is a bathroom and sleep room on the first floor. The childminder promotes children's health and welfare well as she works closely with parents to ensure children are provided with healthy, nutritious snacks and meals. The childminder provides lots of fresh fruit, meat and fish on a daily basis and takes account of children's likes and dislikes, whilst also encouraging them to try new tastes. All required written parental permissions are in place for the childminder to administer medication and to seek any necessary medical advice or treatment, enhancing children's well-being.

The childminder demonstrates a suitable capacity for maintaining continuous improvement. For example, recommendations made at the previous inspection have been successfully addressed. She has been proactive in inviting the local fire service to her home in order to ensure smoke detectors are fitted correctly and she regularly checks that these are in working order. All identified hazards have been removed to ensure children's safety within the home. However, she has not yet implemented a system of reflective practice or self-evaluation to help her identify the strengths of her provision or the priorities for development to help with the improvement of the quality of provision.

The childminder has sound knowledge of the Early Years Foundation Stage and has devised her practice to include development records for all the children in the early years age range who attend. However, observations that are made are not used effectively to ensure the childminder fully assesses the progress children are making. Appropriate play and learning experiences are not planned effectively to ensure children's individual interests are taken into account. Partnerships with parents are effective. The childminder ensures all parents have access to her written policies and procedures and information about the children is verbally exchanged daily. Parents also have access to children's development records at any time they wish to see them. Partnerships with other providers have not yet been established as no children currently in the early years age range are attending any other provider. However, the childminder has a good awareness of the need to build effective partnerships once children start attending other provisions such as preschools and play groups.

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

Children are happy and settled within the childminder's home and they are making satisfactory progress in their learning and development. The childminder interacts well with the children in their play and she is warm and caring towards them. The environment is well organised with activities set out before children arrive.

Although the children are able to freely choose from the activities and toys set out by the childminder, these opportunities are limited. However, if children request a toy the childminder will get it out for them. Children enjoy regular outings and weekly visits to the local childminder and toddler group, where they are able to meet and play with other children. The childminder also plans outings to places of interest such as the local parks where the children can explore and play ball games. Children's welfare and safety is fully supported. They feel safe within the childminder's home as they confidently approach her and they are developing their independence as they make individual choices. The childminder holds a current and valid first aid certificate and she has devised and implemented clear and effective policies and procedures to ensure children are well cared for if they fall ill or have minor accidents. The childminder effectively raises children's awareness of how to be healthy as she talks them about healthy lifestyles such as eating healthy foods and through ensuring they have regular exercise. Children enjoy visiting the local park where they are able to play ball games. Through their regular visits to the local childminding group they have access to climbing and balancing equipment which helps with the development of their gross motor skills. Children follow good personal hygiene routines such as hand washing before eating and after using the toilet and they do this independently. The children are cooperative and enjoy each other's company.

Children have regular opportunities to play with toys which encourage development skills such as problem solving, literacy and communication. For example, they enjoy sorting shapes for the shape sorter, colour matching toys and games, dressing and role play. For example, they enjoy playing with the pretend food, naming them and counting how many pieces of pizza make a whole one. Younger children are curious as to how things work and sound as they bang them together. Children of all ages have opportunities for mark making as they participate in craft and creative activities such as painting, drawing and collage and the childminder adapts such activities to enable the very young children to also participate, ensuring inclusion for all children. The childminder plans focussed activities, such as world celebrations, which help develop children's awareness and understanding of the wider world.

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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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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