

Inspection report for early years provision

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Inspection date	07/11/2011
Inspector	Janice Hughes
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 2007. She lives with her two-and-a half-year-old child, in the Carlton area of Nottingham, close to Nottingham city centre. The whole of the ground floor and a bathroom and front bedroom upstairs of the childminder's house are used for childminding purposes.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children at any one time and is currently minding three children, all of whom attend on a part-time basis. All children are in the early years age range.

The childminder takes and collects children to and from school and they go on outings. She is a member of the National Childminding Association and attends a local childminder and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settled in the childminder's care. Children are engaged in purposeful activities, which help them, in the main to make good progress towards the early learning goals. Good arrangements are in place to ensure children are included, safeguarded and their good health and well-being is supported well. The childminder works very closely with parents and other childcare professionals to ensure that each child's needs are met and information is shared. The childminder is developing useful self-evaluation methods to guide and improve her practice.

What steps need to be taken to improve provision further?

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

- develop existing observation and assessment procedures to fully use them to inform future planning, so that children are fully challenged to reach their full potential.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and as a result comprehensive safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. There is a clear system in place to record who has legal contact and who has parental responsibility, as a result children are effectively safeguarded. There are detailed risk assessments recorded for the indoor and outdoor environment, which minimise the potential hazards to children.

The childminder effectively checks the setting daily and records this information, meaning the children are kept safe. Partnerships with parents are good. Parents receive thorough useful information about the provision verbally and in writing, including copies of the childminder's policies and procedures. Children are closely supervised by the childminder and their daily routines are well managed, taking into account their individual preferences. The childminder maintains effective partnerships with all those involved in children's welfare and learning so that children receive consistent and complementary care.

The childminder has a strong understanding of promoting equality and diversity and ensuring that the provision is inclusive. She obtains relevant information about each child and their family, through discussion, written information at registration and during settling in visits. The consequence of this is that she knows the children well. The childminder also promotes non-stereotypical activities and children access resources that depict positive images so that they enjoy learning about different people in the world. The effective deployment of resources means that all children access the activities that are on offer.

The childminder is beginning to identify her strengths and areas for improvement and has taken efficient action to address the recommendation from her previous inspection. Consequently, all of the necessary documentation is in place and is regularly reviewed to ensure it is up-to-date. The childminder is enthusiastic and committed to her role. She is ambitious for her provision and to further improve the outcomes for children. For example, she is planning to improve the outdoor environment meaning the children will enjoy and increase their physical development and healthy lifestyles more. She has completed many training courses in order to improve her knowledge and skills, for example 'promoting positive behaviour' and she is also in the process of completing her level 3 qualification in childcare. She has begun to evaluate her practice through, for example, completing the Ofsted self evaluation form.

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

Children enjoy and achieve during their time with the childminder. They play confidently and have plenty of opportunities to develop their communication and social skills. Talking and listening is clearly recognised as being very important and is reinforced by the childminder throughout the day. The childminder sensitively repeats back words to support younger children's pronunciation skills without placing any pressure on the child. She holds purposeful conversations with children to enhance their learning. For example, they play in the role-play and talk about going shopping and making cups of tea. Children have good relationships with the childminder they take part in games and laugh as they play with the small world toys, such as cars and lorries and make traffic jams around the room. These activities also reinforce good expectations of the need to share and take turns. Children's behaviour is good their positive self-esteem is maintained as the childminder creates a friendly, calm and relaxed atmosphere. She provides well for equality of opportunity and anti-discriminatory practice to enable children to learn and develop respect for themselves and each other.

Children are encouraged to make choices in play, keeping them active and interested. This ensures children have the opportunity to make good progress, in relation to their starting points. The childminder observes children well and knows their capabilities she provides stimulating activities that she knows they enjoy. Her flexible planning develops through the interests and play preferences of children. This ensures that the children benefit from a good balance of child-led and adult-initiated activities that sustain their interest skilfully. She has however, not fully established methods to plan for children's next steps, through the activities they access. As such, children do not build as many skills for the future as they are capable of. Children begin to explore their creative skills and practise with single-handed tools to support future writing skills when taking part in craft activities. Children independently choose glue, tinsel, glitter and shiny items to stick when making a star.

Children are fascinated by how things work, for example they repeat a range of actions, such as, playing the drums, listening to their voices through the microphone and making sounds. They also learn how to operate simple mechanical toys, such as a kettle, mimicking familiar actions that they have seen at home. Books are readily accessible to children and they are keen to select their favourite stories for shared reading. Children confidently turn pages and press buttons as they point to pictures and vocalise different sounds, words and numbers. This helps children to understand that reading is fun and purposeful. Children compare weight and measurement when they are baking and practice counting during everyday play activities. They become skilful at matching and sorting by size, shape and colour as they play with a variety of toys and puzzles.

A healthy environment is maintained through effective cleaning and hygiene routines. Toilet and hand-washing facilities are easily accessible, supporting children's independence and helping them develop healthy practices. Children understand to wash their hands before having lunch and use individual towels to prevent the spread of germs. The childminder works closely with parents to accommodate children's individual dietary needs, providing healthy meals and snacks that the children enjoy, or serving meals provided by parents. Drinks are available throughout the day to ensure children are well hydrated. Children benefit from the fresh air, exercise and opportunities to develop physical skills provided through the regular outdoor activities, for example the children have regular trips to the local park. During activities and routines, children learn about safe practices, such as, crossing roads carefully or through discussions with the childminder about using scissors carefully.

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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met