

Inspection report for early years provision

Unique reference number	EY350162
Inspection date	04/11/2010
Inspector	Janice Walker
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and two children aged four and seven years, in the Rise Park area of Nottingham. The home is within walking distance of local facilities including school, local shops and the bus terminus. The property has full ramped access to rear patio doors. All areas of the property are used for childminding with the exception of the main bedroom. Childminding mainly takes place on the ground floor with toilet facilities situated on the first floor. There is an enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of four children aged under eight years at any one time, two of whom may be in the early years age range. Currently, there are nine children on roll, two of whom are in the early years range. She provides care all-year round. She walks to local schools and nurseries to take and collect children. the childminder attends the local childminding support group, toddler groups and takes children to the local library and parks. She holds a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where well implemented policies, procedures and practices ensure they are safeguarded and their welfare is promoted. They make good progress in their learning and development as they engage in a wide range of play experiences both indoors and outside of the home and the childminder has devised mainly good systems of monitoring this. She values each child as an individual and establishes good working relationships with parents to gather detailed information regarding their specific needs and routines. Information is also shared with other professionals to support continuity of children's care. The childminder has established an effective system of self evaluation to enable her to monitor her service and identify clear targets for future development, helping to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the systems for monitoring children's progress across each of the areas of learning in order to ensure that they make the best progress possible
- extend the level of information shared with other providers where the care of children is shared, to fully ensure children's continuity and progression in their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment for children. She has a clear awareness of possible risks within the home and to places she regularly visits with minded children and ensures appropriate precautions are in place to minimise the risk of accidents. Detailed procedures, such as those relating to accidents and emergency evacuation are in place to enable her to respond swiftly to emergencies. Robust procedures ensure that adults remain suitable to be in contact with children. The childminder clearly understands her obligations regarding safeguarding. She has recently attended training to update her knowledge and shares her written policy with parents. The childminder makes good use of her comprehensive range of policies and procedures to support the smooth running of her setting and ensure children are safe, well cared for and make good progress in their learning and development. She is well organised and effectively promotes inclusion. Daily routines take into account the individual needs of children so that they are cared for in line with home routines and able to utilise local resources which extend opportunities for learning. The home is welcoming and inviting to all with space to allow children to eat and rest in comfort and ample space to explore their toys which are easily accessible. The recent addition of a covered area outdoors enables children to engage in a range of activities outdoors even in inclement weather.

The childminder establishes effective relationships with parents. They receive comprehensive information about the setting through the welcome booklet, written policies and procedures and notice board along with ongoing verbal updates. They are well informed about their children's achievements and progress through the diaries and children's assessment records which include informative observations and photographs of their children engaged in play. Good relationships have been established with other providers where the care of children is shared and a good level of information is exchanged to ensure continuity of care for all children. However, for some children, this is not yet as effective in relation to their learning and development. The childminder has undertaken a comprehensive evaluation of her setting which includes feedback from others. She demonstrates a good awareness of her current strengths and areas to improve and has clear plans in place to address these. She has effective links with other local childcare providers and relevant professionals and makes good use of information shared with these people to positively influence her practice and ensure continuous improvement.

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

The childminder creates a warm and welcoming environment where children learn through play. They make good progress across all areas of their learning and development because they access a wide range of interesting planned activities each day. They also initiate their own activities, all of which are delivered within the home and in the local environment. Through her ongoing observations the

childminder establishes a continual and clear understanding of what children can do and provides activities which effectively build upon their existing knowledge and experiences. There is scope to improve the already good systems in place by more closely monitoring children's progress across each of the areas of learning in order to ensure that they make the best progress possible. Children's regular attendances at local groups introduce them to larger group activities and support their developing social skills and help them develop a good awareness of their local community. Activities and resources, both visual and aural, reflect the wider community and help children to develop a good understanding of diversity and the wider world. Books are highly valued within the home and the childminder makes ongoing use of these to extend children's vocabulary along with their listening and early pre-reading skills. They explore musical instruments with evident enjoyment, laughing and smiling in response to the different sounds they produce. They freely access battery-operated toys which introduce them to early information, communication and technology experiences and explore early mathematical concepts by accessing toys such as shape sorters, stacking cups and inset boards. Children develop good independence skills as they are able to freely move around and make their own selections regarding their toys due to the good organisation of the environment and accessibility of resources.

Children are cared for in a safe and secure setting. The childminder provides high levels of supervision and vigilantly monitors the condition of the environment, toys and equipment to ensure they remain suitable and safe for children's use. Young children learn basic safety awareness through routines such as practicing the emergency evacuation procedures along with the childminder's guidance when using tools such as knives and scissors. Children's good health is very well promoted through the high standards of cleanliness which are maintained in the home. This is supported through effective hygiene routines, such as those related to food safety, vigilantly implemented personal hygiene routines and clear policies relating to infectious illnesses. Well-considered daily routines ensure that children are active through indoor and outdoor play. They enjoy a variety of venues offering differing physical challenges including local play parks, indoor soft play areas and walks in the local environment. The childminder actively promotes healthy eating through the provision of healthy, balanced snacks and meals which take into account children's individual dietary needs. The childminder values and respects each child. She knows them well and responds warmly and compassionately to young children's swiftly changing needs, offering reassurance and comfort as they begin to tire and providing food and drink as needed. They therefore develop a strong sense of security in her care and are happy and settled. The childminder provides high levels of attention and engages with children in a warm and caring manner. Through the childminder's gentle and appropriate support, young begin to learn acceptable behaviour and are becoming well-equipped with the skills they need to support their future learning.

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