

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Tina Garner
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 2008. She lives with her partner and three children in Sneinton, in Nottingham. Their home is within walking distance of the local school, shops and park. The whole of the ground floor of the childminder's house is used for childminding with accessible toilet and hand washing facilities available within these areas. There is a small enclosed yard which is available for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for five children, two of which are in the early years age range. The childminder also makes provision for children older than the early years age group for whom she is registered on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises children's individuality and has a sound understanding of their needs and interests. She is developing positive relationships with parents and carers, offering them information about her setting, being flexible and showing an interest in their home lives. Children are making good progress in their overall learning. The childminder takes steps to promote children's health and welfare through daily routines, minimising risks and good safeguarding awareness. The childminder has a positive attitude towards continued development and ensuring that the overall quality, care and outcomes for children improve.

What steps need to be taken to improve provision further?

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

- develop parent contribution to the Learning Journeys to support in assessing children's starting points and their ongoing development.

The effectiveness of leadership and management of the early years provision

Well developed written policies and procedures underpin the childminder's activity to ensure that children's safety is given high priority. For example, children are supervised at all times and effective procedures are in place for nappy changing and personal hygiene to minimise the risk of cross infection. All fire detection equipment is maintained and clear fire evacuation procedures ensure children learn how to keep themselves safe in the event of an emergency. Comprehensive risk assessments are carried out and are regularly reviewed and updated as required. Children are safeguarded because the childminder has a good understanding of the importance of following the Local Safeguarding Children Board guidelines in

the event of safeguarding concerns.

Children benefit from the partnerships the childminder has built with their parents. Clear information is provided for parents at the start of any arrangement and the childminder gathers detailed information about children's care needs so that these are met to a high standard. The childminder shares information daily regarding child's activities and care routines. However, systems are not fully developed to enable parents to share what they know about their own children's development and starting points. The childminder has systems in place and recognises the importance of working in partnership with other providers delivering the Early Years Foundation Stage and with other agencies involved with the children. This ensures smooth transitions and a consistent approach to supporting children's needs.

The childminder has begun to implement systems to evaluate her daily activity with the children in order to identify areas of strong practice and areas for further development. She has sought the views of the parents about her childminding service and they report highly positive feedback regarding their child's care and welfare. The recommendation made at the last inspection has been appropriately met.

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

Children are happy, confident and settled in the comfortable and relaxed atmosphere of the childminder's home. The childminder ensures that all children have a wide range of resources within their reach that are appropriate to enhance all areas of their development. Storage is given successful consideration so that children can help themselves to items of their choice from low shelves or boxes and drawers that are labelled to show the contents. The balance of adult-led and child-initiated play 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 enjoy creating and making their own Mr Potato Head figures. They choose glasses and earrings, and attach these to their developing figures. 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 good progress. Her observations of children's learning are clearly recorded and show how she plans for their ongoing development based around their own interests and learning styles. Communication skills are encouraged well which helps children express their ideas and opinions. 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 experience activities and opportunities to develop their skills suitable to their age and abilities. For example, children demonstrate confidence in exploring and accessing the role play equipment and playing imaginatively. They also listen to compact discs, sing songs and join in with musical instruments. Children undertake art and craft activities; creating pictures of their own design and make

models out of Play Dough.

Children's health and nutritional needs are well met. Children learn the importance of good personal hygiene, as they wash their hands and use their own separate hand towels. The childminder is committed to encouraging healthy eating; she ensures children have a balanced and nutritious diet. Meals are freshly prepared and meet any specific dietary requirements for individual children. Children are helped to learn how to keep themselves safe, for example, by learning about road safety when they are out and about. Children behave 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

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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