

Inspection report for early years provision

Unique reference number	EY362081
Inspection date	06/05/2009
Inspector	Diana Pidgeon
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her partner and two children, in a suburb of Nottingham. All of the home is available for childminding, with toilet facilities on the first floor. Children mostly use the lounge and dining room as play space. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children under eight years of age at any one time. She currently has five children on roll, four of whom are in the early years age group and are in full-time education. The childminder currently only provides care after school but is available in the daytime. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder has good relationships with the children in her care and takes positive steps to ensure their individual needs are met. The arrangements in place to safeguard children and to promote their good health are mostly effective. She ensures that activities provided for the children after school meet their interests and allow them to initiate their own play. However, she is at the very early stages of considering how to offer support with their learning. The childminder has begun to reflect on her own practice but does not have a well established system of self-evaluation in place in order to recognise and plan for future improvements.

What steps need to be taken to improve provision further?

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

- ensure the record of children's attendance is accurate, with regards to recording the actual times they attend
- develop the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children.

The leadership and management of the early years provision

The childminder is in the early stages of establishing her business. She has attended all of the required training along with some additional short courses so that she has the appropriate knowledge and skills to promote children's care and learning. Suitable arrangements are in place to safeguard children as the childminder has devised very comprehensive risk assessments that identify hazards

and show how these are minimised. Her knowledge of issues relating to child protection has been raised through attending relevant training and as a result she is aware of how to respond in line with the Local Safeguarding Children Board procedures. The childminder maintains all of the required documentation to promote children's welfare. For example, she rigorously records any accidents to the children while they are in her care or at school and this information is passed on to parents promptly. Children's records contain appropriate detail so that their needs are clearly understood and parents' wishes recorded. Although the childminder keeps a record of the children's attendance, this is not entirely accurate as it reflects the contracted hours rather than those actually attended.

The childminder maintains appropriate relationships with parents and cares for children according to their wishes. She provides a comprehensive portfolio of policies and procedures so that they are aware of her working practices. Some relevant information is displayed within the home so that parents have easy access to details of her registration, insurance and qualifications. This is the childminder's first inspection since registration as she has only recently started caring for younger children. She is keen to move her practice forward, but has not yet developed a rigorous form of self-evaluation to identify priorities or how these will be achieved.

The quality and standards of the early years provision

The childminder creates a welcoming environment for the children so that they are happy in her care and find lots of activities to engage them. She uses her knowledge of the individual children and their themes at school to plan and provide activities that will generally support their learning. For example, she provides some interesting collage materials that children use to create their own pictures linked to the ideas of 'water', which they have been studying at school. Their results are very individual and encourage children to think widely about the different sources and use of water, resulting in lively conversation. Children are also free to select and play with the toys and games that are within the ground floor rooms. Some children choose to play a 'Wobbly waiter' game that helps them to take turns as well as developing their coordination and control as they carefully balance items on the plates without letting them fall. The children are largely independent and like to play with their friends. There are opportunities for them to read books and to play with large and small toys. The childminder ensures they are all happy and meets their requests for additional items such as crayons for a colouring book. However, her systems to support children's learning are in the very early stages of development. She has only recently begun to observe children and has not fully implemented any way to identify or plan how to move children forward. As a result, whilst children are clearly happy in her care and have worthwhile activities these are not planned to maximise children's individual learning.

Children's welfare is given high priority. The childminder takes effective steps to make the home environment safe and secure and provides high levels of supervision as they play in and outdoors. Thoughtful arrangements are in place to protect children when they are out of the home and activities such as walking

home from school are used to increase children's understanding of road safety. Children benefit from nutritious meals that are freshly prepared by the childminder and originate from the children's suggestions. They eat their meals at the dining table and their social skills are promoted as they talk with and listen to others. Children enjoy sharing a jelly that has been made by some of the children the previous evening. Through opportunities to play outdoors children are physically active. For example, they play ball games in the back garden. The childminder has some ground rules for the home that she shares with children so that they understand the expectations for their behaviour. Children generally play well together and their behaviour is mostly appropriate.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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