

Inspection report for early years provision

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Inspection date	11/10/2011
Inspector	Angela Hufton
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 works from an extension of her parents home, with separate access to the childminding provision. The house is registered for care although this normally takes place on the ground floor in a separate playroom with adjoining toilet and kitchen facilities. The childminder has a baby and young school child. She works with her mother as an assistant at times. The semi-detached home is close to Newark, Nottinghamshire. There is a fully enclosed garden available for outdoor play. The home is within walking distance of all local amenities including shops, schools and parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight at any one time, of these two may be in the early years age group, and one may be under one. The childminder currently cares part-time for three children in the early years age group and four children over five. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make overall good progress in their learning and development in this welcoming and friendly inclusive setting. Effective systems are in place to share information with parents to promote continuity of care. Policies and procedures are successfully implemented to ensure that children's welfare needs are met. The childminder demonstrates a commitment to evaluating her practice and making changes or improving her knowledge and skills to benefit the outcomes for children. Partnerships with other settings that children attend are in the early stages of being established.

What steps need to be taken to improve provision further?

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

- develop evaluation systems to ensure that the quality of children's care, learning and development continues to improve
- review assessment arrangements so that parents can contribute effectively to the observation and assessment process to support their child's continued learning at home and to aid their transition between settings.

The effectiveness of leadership and management of the early years provision

The childminder effectively manages the policies and procedures to ensure the safety and welfare of the children who attend and to meet their needs. For example, at the last inspection it was recommended she improve the recording of

children's arrival and departure times. The childminder now has very accurate records in place. She has a good understanding of child protection issues to ensure that children are safeguarded in the event of any concerns. The childminder has previously attended training to support her knowledge in this area. Risk assessments contain relevant information and the childminder ensures that the premises are safe for children to play in. All household members are known to Ofsted to enable appropriate checks to be undertaken. The childminder demonstrates a commitment to improve her knowledge and skills and has identified some future training courses. She uses information gathered from the internet and through attendance at groups to stay up to date and to evaluate her own practice. The childminder has begun to identify areas for improvement and demonstrates a good capacity to improve.

Children have access to a good range of well-maintained toys and resources. They enjoy choosing what they play with and often come back to toys and resources they were playing with earlier. They move freely around the childminding rooms and are able to go outdoors when they choose. The childminder works with an assistant on occasions. They have designated roles that ensure that the needs of children continue to be met. Children's individual needs are well met. The childminder considers children's interests, stage of development and what support is needed when planning activities.

The childminder has developed good relationships with parents who are very pleased with the quality of care provided. The childminder provides daily verbal feedback for parents to keep them informed about what their child has been doing and they have access to their child's development file at any time. The childminder has begun to look at ways to more actively involve parents in contributing to these records to support children's continued learning at home. Systems to share information about children's learning and development to support their progression have been identified. The childminder is aware to develop these as the children she cares for begin to attend other settings, such as a local playgroup or school nursery.

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

Children make good progress in their learning and development. They are comfortable and confident with the childminder who has a warm and very caring relationship with them. They benefit from her interaction as she gives guidance as well as asking questions to promote children's learning. For example, she explains how to do something and encourages the children to try for themselves. Frequent discussion promotes children's communication skills. Language is further enhanced through joining in songs and the children request favourites such as 'this little pig' or 'London's burning' The childminder has developed a range of flash cards to support children making independent choices of the songs they would like.

Children enjoy regular creative play as they participate in role play or do a craft or

painting activity. A recent favourite being to make footprints. Their small muscle skills are promoted as they use different tools and resources such as during a playdough activity and they are encouraged to make marks, progressing to early writing. They have good recall skills and remember what toys and resources there are and ask for particular ones if they are not out. Young children excitedly hide building bricks in the same place the childminder originally hid them and help each other to find them again. The childminder skilfully uses this activity to develop different aspects of problem solving, reasoning and numeracy. They use positional language such as 'is it under the table' or 'on the shelf', count how many they have found and persevere at tasks for long periods of time.

Children develop good relationships with other children at the setting and are very kind to others. For example, a child finds toys for the baby and tries to get the baby to chase them in the walker. They have great fun and repeat the activity several times. They happily engage in solitary play and seek out toys and resources and start playing a new game. Young children are confident to ask for help when needed and are encouraged to be independent in all aspects, for example, toileting and hand washing. Children enjoy playing outdoors, talk enthusiastically about their sunflowers and how one got broken in the wind. They develop their understanding of others and differences as they play with resources that represent disabled people and engage in activities around different festivals. They enjoy healthy options at meal times to promote their understanding of a healthy lifestyle.

Children demonstrate they understand the rules of the setting to promote their own safety, for example, they know why they need to tidy toys away so they do not trip over. The childminder has effectively developed a planning system which is very clear and easy to understand. It highlights where activities have been planned based on children's current interests and where they need further support to ensure each child's inclusion. Useful information is recorded regularly on children's achievements. This information is then used to provide a summary of children's progress as well as a record of where children are at within the areas of learning. The parents have begun to add comments to these records, however, this is at an early stage to fully support their continued learning at home.

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	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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