

Inspection report for early years provision

Unique reference number	EY389910
Inspection date	01/12/2009
Inspector	Angela Hufton
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 registered in 2009. She lives with her two school-aged children. The home is in a village close to Newark. It is detached with level access to the front and a small step to the kitchen entrance. There is a level enclosed garden for outdoor play. The family has a pet rabbit. All areas of the home are available to children, with care normally on the ground floor in the lounge/diner, playroom and kitchen/diner. Toilet facilities are available on both levels. The home is close to all local facilities including schools, playgroup and toddler groups, and shops. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children under eight of which three may be in the early years age group. She currently has three children on roll in the early years age range, one child in the compulsory age range and one child in the voluntary age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has suitable knowledge and understanding of child development and her ability to promote children's learning through play ensures children make steady progress. She takes appropriate steps to promote their safety, although some hazards are not fully identified on the risk assessments. All required records are in place. The childminder builds valuable relationships with parents so that they work collaboratively to secure good outcomes for the children and ensures each child is included fully. She is beginning to use reflective practice and realistic self-evaluation to identify her priorities for improvement.

What steps need to be taken to improve provision further?

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

- extend risk assessments, including for each specific type of outing, to identify anything with which a child may come into contact the action needed and how and when this will be achieved
- expand the use of observations and assessments to more clearly identify children's starting points, their progress and how this links in to planning for their next steps
- ensure continuity and coherence by sharing relevant information with other providers of children's care and learning and extend ways in which parents can more fully contribute to their child's progress
- improve the use of self evaluation to more clearly identify strengths and areas for improvement in the provision to bring about improved outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is satisfactorily safeguarded through the efficient maintenance of required records, policies and procedures. Records of children's needs and details are accurately recorded and parental consents sought so that children are cared for in line with their wishes. Basic risk assessments are in place and the childminder provides constant supervision to ensure any risks to children in the home, garden and on outings are minimised. The childminder makes daily checks of the home, however, she has not identified all hazards such as compost stored around the shed. There is no record to show the action needed and when this will be achieved to promote children's safety. Clear arrangements are in place when children are taken out of the home, ensuring all necessary details are readily available in an emergency. The childminder shows a clear awareness of her responsibilities towards safeguarding children from abuse and neglect and how to take the appropriate steps in the event of any concerns.

The childminder is very focussed on helping children to achieve well and to benefit from their time with her. She organises her home to ensure children have good opportunities to choose what they want to do and to follow their own particular interests. She makes good use of the indoor and outdoor environment as well as providing experiences in the local community so that children have a varied day. The childminder works closely with parents and other professionals to ensure children's needs are clearly identified and to plan and agree how they will work together to help the children progress. This is at an early stage with regard to their learning. Key information is exchanged at the start of the arrangements and in an ongoing way so that everyone is kept suitably informed.

The childminder is committed to ongoing improvement. Through regular reflection and starting to use self-evaluation the childminder has begun to identify key areas for development, such as developing more activities to help children learn about the similarities and differences between themselves and others. She has also identified the benefits of more systematic planning for children's next developmental steps and ways of involving parents more effectively in this process.

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

Children are happy and confident in the childminder's care. They eagerly explore their surroundings and become absorbed in the activities offered. They enjoy warm, responsive relationships with the childminder, for example, she becomes involved in a young child's role play with feeding a baby doll. The childminder utilises this to talk to the child about what she is doing and encouraging the child's language to talk about the flowers on the bottle. She is skilled at drawing out learning opportunities by encouraging the children to express themselves and offering the right amount of encouragement to prevent them getting frustrated when things become difficult. Children enjoy sensory play with play dough and a recent favourite was feeling jelly. The childminder is very aware of the children's

interests and ensures she provides toys that they particularly enjoy as well as introducing new experiences. She is beginning to observe the children and has identified and discussed with parents what aspects of their learning are prioritised for each individual. The childminder has clear planning in place that stems from the children's interests and mostly demonstrates how the activities will be used to promote the children's identified learning needs. She is building some evidence of children's progress from the observations to show children's overall learning journeys and some of the progress they make in her care.

Children's social skills develop as they are supported by the childminder to learn how to play with others. They show an ability to share toys and activities and to cooperate, for example, helping set the table for lunch, sitting together chatting about their morning at playgroup. Children are learning to follow good personal hygiene practices as they wash their hands before eating. They readily eat fresh fruit when this is offered at snack and lunch time. Children have opportunities to take part in music to movement sessions when the weather is not suitable for daily outdoor exercise. Children learn to behave in ways that are safe for themselves and others. Children show a clear ability to make their needs known and their verbal communication is developing. They are developing the skills needed to solve problems for themselves and show an interest in modern technology. Children behave well and they learn about the wider world through access to a range of books. The childminder is experienced in supporting children with special educational needs and/or disabilities and has effective systems in place to ensure all children are fully included.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

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	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----