

Inspection report for early years provision

Unique reference number	EY391787
Inspection date	11/11/2009
Inspector	Jasmin Myles-Wilson
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).

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.

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Description of the childminding

The childminder has been registered since 2009. She lives with her partner and young baby in Long Eaton, Nottingham and uses their home for childminding purposes. Local amenities can be accessed within a short walking distance. All the ground and first floor bathroom and back bedroom are used for childminding purposes. There are also toilet facilities on the ground floor. An enclosed back garden is available. Access to the premises is through the front door which has one step up to it. There is also access to the premises via the back door which is at ground level.

The childminder is registered to care for five children at any one time on the Early Years Register and the compulsory part of the Childcare Register. At present she is caring for six children who are in the early years age group. She is also registered on the voluntary part of the Childcare Register and is currently caring for one child. There are two assistants who work on different days with the childminder and together they can care for the maximum of eight children under eight. The setting supports children with English as an additional language. Usual working days and hours are Monday to Friday from 6:45am to 6:15pm, however, hours flexible to suit demands.

The childminder drives or walks to the local school to take and collect children. She is also a member of the National Childminding Association and attends local toddler and childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a good range of enjoyable activities enabling children to make good progress across all areas of their learning and development. Parents are positive about the care of their children. The childminder has good awareness of equality and how to provide an inclusive service. There is a varied range of written policies and procedures which promote the welfare of children and ensure the safe management of the setting. The childminder is able to improve her practice, knowledge and working partnership with others as she has already shown that she can bring about change in the service she provides.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare)

12/11/2009

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

- develop further the system of ongoing observational assessments to inform planning for each child's continuing development through play-based activities
- develop close working partnerships between early years practitioners which is vital for the identification of children's learning needs.

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge and understanding of child protection issues and carries out a full written risk assessment of the premises every month and records any action taken. A daily tick list is also completed which ensures the safety of children. A notebook with children's photographs and the phone numbers of those who can be contacted in an emergency is taken on outings in the event of anything happening to the childminder. This would mean that children would be appropriately taken care of, however, the procedure for obtaining written consent prior to administering medication is not obtained.

Through training the childminder continues to enhance her knowledge and practice, therefore, children benefit from this as she has a better understanding of promoting the five outcomes. All children are supported well as the childminder spends the majority of her time involved in their activities and encourages and establishes what they already know. However, their learning is not always effectively extended as she does different topics to the school which makes things seem a little disjointed and up to now she has not asked what topics the school are covering. Improving the service offered is something the childminder does through self-evaluation, which includes parents and children's views, parent questionnaires, her own personal development and taking advice from early years worker. The main point of this is to help her monitor how well the provision is meeting children's individual needs.

At the start of placement parents are provided with good quality information about childminder's family, her assistants and the provision including policies and procedures. The Early Years Foundation Stage is explained to them in detail and how it works through the use of observations and assessments. Therefore, they are well informed of the service and what it offers their children. They are also involved in their children's learning and development through their files and discussions with the childminder. Although observational assessments are done they are not always used sufficiently to inform planning of children's individual learning needs. The childminder has good strategies in place which encourages children to learn English as well as appreciate their own language.

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

Children are confident and comfortable in the well-maintained environment as they walk or crawl around and select their resources. The childminder is warm and friendly adding to children's feeling of safety. Children's awareness is raised as they are taught about their own personal safety and the safety of others, therefore, they are developing good knowledge of what to do in certain situations. For example, a scene is set of an indoor traffic light and a zebra crossing so the children practise crossing the road safely. A crossing patrol person also talks to the children about why it is important to be safe when near the roads.

The activities children engage in cover the six areas of learning well and also take into consideration the five outcomes. Children are contented the majority of the time, they love coming to play and reflect this view through conversations and the enjoyment of various activities such as arts and crafts, baking, heuristic play and singing. They have a positive attitude towards learning as the activities are fun and include their interests. They are also beginning to understand about the impact of physical activities on their bodies through discussing why it is important to exercise and get fresh air with the childminder. Walking, skipping and dancing are a few things the older children love to do to keep themselves active. The young children have ample space to crawl around and have suitable toys which they can pull themselves up to standing.

Visiting places of interest such as the zoo or a castle encourages children to familiarise themselves with their world and the environment. They talk about France and have a typical French breakfast consisting of croissants, fruit, crepes and French bread. They also use things they've collected such as leaves and conkers to recapture what they have seen in the form of collages. During everyday activities they have opportunities to count such as the pine cones they have collected and they try to work things out for themselves. When they have tried and feel they need help they appropriately get the childminder's attention and assistance. All the children have the same opportunity to play with whatever resources are available, boys and girls are set the same challenges. They are learning how to recycle things, for example, they make musical instruments out of bottles, yoghurt pots, beans and pasta. Young children enjoy musical instruments and use their voices to experiment with sound. The older children use their imagination well creating stories and making dinosaurs in their creative time.

Children have a good rapport with childminder and approach her with confidence, requesting things and making known their thoughts and ideas. They have a caring attitude to others and this is clearly seen as they hug younger children and ask if they are okay. Children receive rewards such as a fun activity or the childminder gives them stickers to re-enforce positive behaviour.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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