

Inspection report for early years provision

Unique reference number	EY404218
Inspection date	17/12/2010
Inspector	Justine Ellaway
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.

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 was registered in 2010. She lives with her partner in Sawley, Nottinghamshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There are currently six children on roll, two of whom are within the early years age range. The childminder collects children from the local school and attends local toddler groups. The childminder provides support for children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has successfully implemented the Early Years Foundation Stage since registration. She demonstrates a sound capacity to maintain continuous improvement and is honest and thorough in reflecting on her practice. Children make good progress in their learning and development as most systems are well established. A strong and effective partnership between the childminder and parents and carers ensures that information is gathered to meet children's individual needs. Systems to share information with other settings that children attend are developing well. Policies and procedures are successfully implemented to ensure children's welfare is effectively promoted.

What steps need to be taken to improve provision further?

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

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder has a good understanding of child protection issues. She has recently attended training and is knowledgeable of possible indicators of abuse and the procedures to follow if she has any concerns. Sound consideration is given to minimising risks and hazards within the home. The childminder maintains appropriate information in her risk assessment document. When children are on outings the childminder is proactive in updating the risk

assessment for each and every visit and recording any additional measures taken to ensure children's safety. Regular fire drills support children to understand what they need to do in the event of an emergency. Appropriate checks have been undertaken on household members to establish that they are suitable to be around children.

Policies and procedures are clear and reflect the practice within the setting. The childminder gathers a range of permissions from parents so that they are well informed about matters that affect the care of their children. Careful consideration is given to meeting the needs of each child to secure their inclusion. For example, the childminder gathers information from parents at the time of placement about their routines and what they can do at that point, and has frequent discussions to promote consistency of care. The childminder provides a regular newsletter which contains useful information and has recently sought the children's and parents and carers feedback on her service. She has been proactive in contacting other settings that children attend and uses information gathered to promote consistency of care. For example, having learned that a child liked playing with the parachute she bought one to use in her setting. However, whilst initially sharing information about children's learning and development, the childminder has not developed this system fully so that this is happening on a regular basis.

Very good organisation of resources successfully promotes children's achievement and enjoyment. A varied and stimulating range of toys and resources are available for children to self-select, which promotes their independence well. All children enjoy selecting toys to play with and engage in play for long periods of time due to the range available and their accessibility.

The childminder has made a positive start to her childminding business. Her approach to self-evaluation is thorough and honest and she places high expectations on herself. This benefits the children who attend as she is continually striving for high quality childcare. Her areas for improvement are realistic and take into account feedback from the parents and children which promotes their inclusion.

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

Children are making good progress in their learning and development. The childminder is an experienced practitioner who makes good use of questioning, discussion and modelling to support children's learning. She is careful to ensure she gives all children equal time and attention during play. Well-organised adult-led activities promote children's enjoyment and achievement as they are succinct and purposeful. The childminder has recently developed her planning system so that she is identifying specific activities for each child to support their next stage of development. However, systems to observe and assess children's progress are not fully supporting the planning process as some areas of learning are observed more frequently than others.

Children are independent and confident from an early age. They are enthusiastic

about the activities on offer. They are very happy to play by themselves during free play, and spend time with their favourite toys. They are given clear and effective explanations about expectations of behaviour which mean that they play well together and share and take turns. They are given time to continue to play with toys of their choice for as long as they want to. A child spends a considerable amount of time playing with the play dough, creating a model of a bridge that is perfected over time. Children are encouraged to develop their problem solving skills as the childminder encourages them to do things for themselves. For example, a younger child perseveres trying to fit the bib on the doll. Children explore and investigate the toys and resources and will often use them for a different purpose than they were intended, developing their imagination and creativity. For example, a child uses the rolling pins as a hammer and chisel. They develop their physical skills as they handle a varied range of tools and resources, both large and small.

Children are effectively encouraged to understand and follow routines, for example, washing hands and sitting at the table for snack. They help to tidy away some of the toys and get the chairs ready. The childminder is skilled at giving clear explanations of what she is doing or what is happening to support children's understanding. Younger children enjoy sitting with the childminder as they look at photographs of previous activities and other children who attend the setting. They develop their language skills as they chat about what they can see and are encouraged to make their needs known, for example, asking for their beaker. Older children recognise letters of the alphabet and comment on those that appear in their name. They count regularly, for example, the number of stairs as they go upstairs to the bathroom.

Children are well supported to learn about a healthy lifestyle as they play a game promoting physical activity which encourages moving in different ways. They are encouraged to follow good hygiene routines when nose blowing and do this independently. Healthy meals and snacks are provided and drinks are constantly available. Children grow fruit and vegetables which they eat. Children demonstrate a good understanding of their own and others safety. They are careful and considerate when moving around the childminder's home and do not attempt to go into the kitchen unless she is with them. They talk about how they can go up and down the stairs safely and younger children consistently follow the established routine of using their hands to support them on the stairs. The childminder has a suitable range of resources that promote children's understanding of the wider world. She also accesses a local toddler group which has a more varied range of resources to further support children's understanding.

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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