

Inspection report for early years provision

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Inspector	Karen Ann Byfleet
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 husband and two children aged nine and twelve years in the small village of Elston on the outskirts of Newark. Their home is within walking distance of the local school, village shop and park. The whole of the ground floor of the childminder's house is used for childminding with accessible toilet and hand washing facilities available within these areas. There is an enclosed rear garden which is available for outside play. The family have a cat and a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to provide care for a maximum of six children under eight years at any one time. There are currently six children on roll and of these two are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and are making good progress in their learning and development. The childminder recognises the uniqueness of individual children. They are well cared for and their individual welfare needs are met. Effective partnership with parents helps to ensure consistency in children's care and education. The childminder is committed to maintaining continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- develop further the partnerships with other providers to ensure consistency and coherence in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as the childminder has good knowledge and understanding of the procedures. She has implemented a sound policy and procedure which she shares with parents and the policy highlights the childminder's responsibilities to ensure children are well safeguarded. The policy also includes a procedure to be followed in the event of an allegation being made against the childminder. Risk assessments are in place for the premises, equipment and outings, with all aspects covered and these are reviewed regularly by the childminder. Good safety and security measures are in place with regard to the premises. For example, doors to the home are kept locked with the keys easily accessible to the childminder in the event of needing to leave the home in an emergency. An emergency evacuation plan is in place and is practised with the

children, helping to raise their awareness of how to stay safe. Resources are well maintained, clean and suitable for their purpose and children are able to freely self-select. The childminder actively promotes equality and diversity as she recognises children's individuality. She gathers good information from parents to ensure she has clear knowledge of their family background and their needs.

The childminder has started to self-evaluate her provision and has identified where she sees her areas of strengths and those areas for further development. The childminder has good knowledge and understanding of the Early Years Foundation Stage. She uses effective observation and assessment systems to ensure she is monitoring children's progress and development fully. Partnerships with parents are effective as the childminder shares her policies and procedures. She exchanges verbal daily information about what the children have been doing and how they are making progress in their learning and development. The childminder has a good understanding of how to ensure beneficial links, with other providers who deliver the Early Years Foundation Stage. However, this is still in the early stages of development to ensure consistency and coherence in the promotion of integration of care and education for children that attend other providers.

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

Children are happy and settled and they are making good progress in their learning and development, given their starting points and capabilities. The childminder interacts well with the children and she is warm and caring towards them. Children share toys and play well together and are able to independently access toys and resources. Children's art work is attractively displayed within the childminder's home, giving the children a sense of belonging and helping to raise their self-esteem. The homely environment is suitable for children to undertake a variety of activities such as craft, imaginative role play, physical play and construction. The childminder is flexible in her planning activities, taking account of children's individual needs and interests. She undertakes observations of each child in a variety of activities and these are clearly linked to the six areas of learning and assist the childminder in planning the next steps in children's learning. Children are able to freely move between the indoors and outside rear garden. Activities which provide opportunities for children to learn about the natural world, such as planting and growing in the garden are undertaken by all the children as they have planted a variety of flowers and vegetables. The childminder responds to children's interests and is able to extend on what children know, asking age appropriate questions and assisting very young children in their play, helping to further develop their understanding and learning.

Children's welfare and safety are supported. They feel safe within the childminder's home as they confidently approach her and are developing independence as they make choices. The childminder has clear policies and procedures in place to ensure children are well cared for if they fall ill or have minor accidents. Children's health is supported through healthy eating and drinks which are available to children throughout the day. Hygiene procedures, with regard to nappy changes and hand washing are consistently implemented to ensure children's understanding is

secure. The childminder promotes children's safety and raises their awareness of safety in the home as she has implemented an effective emergency evacuation plan.

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	2
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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