

Inspection report for early years provision

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Inspection date	22/09/2010
Inspector	Yvonne Layton
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 2010 and lives in the Forest Town, Mansfield, Nottinghamshire with her family. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of four children under eight years. When working with a co-minder she may jointly care for four children on the Early Years Register, but no more than six children under eight in total. Currently she is caring for nine children under eight years jointly with her sister who is also a registered childminder. Minded children have access to the ground floor of the property and to a fully enclosed rear garden. Toilet and hand washing facilities are on the first floor and there is level access to enter the home. The childminder walks and/or drives to local schools and for outings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an inclusive environment where the childminder is fully aware of their interests and capabilities. She has a sound knowledge of how to support the children's welfare, learning and development in the Early Years Foundation Stage. The childminder fosters close working relationships with parents and has active links with others involved in the children's care, helping to fully support children's development and learning. The childminder has a passion for developing the quality of her provision to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- promote further efficient systems by reviewing current documentation to make sure all contain sufficient detail.

The effectiveness of leadership and management of the early years provision

Children are effectively protected as the childminder maintains a clear safeguarding children procedure. Children's welfare is supported as all required and many additional records, policies and procedures are in place. However, some documents contain limited information. There is limited impact on the children as the childminder is sufficiently knowledgeable in all safeguarding issues and is very alert to their safety both in the home and on outings. The home is secure and the childminder has efficient security measures for the collection of children. Their safety is ensured as the childminder maintains clear risk assessments and has robust procedures for fire evacuation, drills are evaluated and the children and childminder practice spontaneous evacuation of the home as a friend will ring the

childminder to say there is a 'fire'. Children's health and welfare is supported well as the childminder has established consistent hygiene procedures. The childminder is clear about ensuring required checks are made on household members and completes a visitors book.

The childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage framework is secure. She has a good awareness of providing activities and organising his systems to plan and provide learning experiences which are appropriate to each child's stage of development to enable them to progress towards the early learning goals. Written plans for activities are being further developed. Currently planning is based on individual children's needs and planned activities. The childminder offers initial activities and children's choice is a major focus. Planned outings, creative and themed activities, including baking and craft projects, are enjoyed. Each child has an assessment file in which the childminder completes observations and clearly identifies their next steps and a scrap-book with photographs of the children undertaking a variety of activities and examples of creative work.

Liaison with other providers is strong, each child has a book which details all other care and education providers, which helps to create consistency between home and the setting. Partnership with parents is strong. They are provided with quality information about the care and education of their child such as a parent information pack which includes all policies and procedures. This is enhanced by detailed discussions and informal feedback. The childminder supports parents and works together with them to meet children's specific needs. Inclusive practice is well-promoted and all children are included in activities. They are respected and valued. The childminder knows them well. The childminder is fully confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully.

The childminder and co-minder work extremely well together, they share responsibilities for the children and clearly understand their individual roles to protect and enhance children's time at the setting. Children's learning and welfare benefit from the ongoing reflection and evaluation of every aspect of the provision by the childminder and her co-minder. The childminder has extremely strong aspirations to develop the provision and improve the outcomes for the children. Therefore she demonstrates an effective capacity to maintain continuous improvement.

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

Children are helped to make progress and their development is encouraged as a result of the childminder's main focus of supporting children's learning within their play. Activities are a mix of planned and child-initiated, including planned themes. Children's ideas and interests are actively sought, and the childminder is adept at using open ended questioning to promote children to think critically during planned and child-initiated activities.

Children are happy and secure in the setting and interactions are good. They learn respect for themselves and others, as the childminder has consistent house rules based on promoting good social skills, working together and consideration for others. The childminder is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group. The childminder is proactive about recognising and meeting individual needs and is particularly eager to develop children's social skills and ensure they are well-able to interact and communicate with adults and other children.

Children enjoy purposeful play through outings, planned and free choice activities. The childminder effectively links and integrates activities. For example, during a visit to the woods a 'Bear Hunt' is enjoyed, the children then watch a 'Bear Hunt' DVD and investigate teddy bears and undertake related creative activities. Themes promote children's learning such as an 'All about me' topic includes hand printing to compare each others hands and evolves into investigating people of the world.

Their learning is extended as writing, letter, colour and number concepts are developed, in both routine activities and focussed activities, for example, table top and board games, small-world and imaginative resources. Children have access to a variety of mark-making and creative resources. Their creative skills are enhanced as they enjoy planned projects, such as card making. Enjoyment of books and reading is enhanced by story telling and visiting the library. Children learn about the world around them and diversity through discussions and activities relating to different people, families and countries.

Creativity is enhanced as children have opportunity to undertake varied role play, such as dressing up and small world play. Their technology skills are enriched as they have access to a computer and a wall projector. Physical skills are enhanced as the children enjoy many opportunities to enjoy activities inside and outside the home, such as visiting a nature area, the woods and parks. In the home they have access to a range of outdoor equipment including a parachute for active interaction.

Children's welfare and safety is effectively well-supported. They feel safe with the childminder as they confidently approach her and respond positively to the established hygiene and safety routines. They learn about safety during routine activities, such as the childminder reminding them about picking up and not treading on toys and the possible consequences if they do. To promote healthy living the children, with the childminder, discuss food at meal times, during baking and specific activities such as food tasting.

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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