

Inspection report for early years provision

Unique reference number	EY414970
Inspection date	25/07/2011
Inspector	Sue Riley
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. The childminder lives with her husband and three children in a village to the north west of Mansfield. There are facilities close by, such as, parks, schools and shops. The childminder is registered to care for a maximum of five children at any one time and is currently caring for six children, of whom five are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Most of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder drives to the local school and nursery to take and collect children. She attends the local parent and toddler groups and childminder support groups. 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 good.

Children are safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. All aspects of children's welfare are suitably promoted and children are fully safeguarded. Each child's individuality is recognised by the childminder, which ensures their welfare needs are met and enables them to make steady progress in their learning and development according to the requirements of the Early Years Foundation Stage. The childminder is just starting to use the self-evaluation process to identify areas for improvement and ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- improve the assessment procedures so that children's progress is clearly documented and used to plan effectively for the next steps in each child's learning
- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has implemented an effective policy and procedure, which she shares with parents. The policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how she is registered, vetting arrangements for herself and other household members over 16, and her experience and training. The childminder effectively maintains her records. A wide range of policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. She is very aware of keeping Ofsted informed of any changes to her home or suitability.

The childminder demonstrates ambition, vision and drive to develop the provision further. She attends regular training to continually improve her own knowledge and understanding around caring for children. She has started to develop a system of self-evaluation and reflecting on her practice. However, this is in the very early stages of identifying strengths and areas for development to maintain continuous improvement within her service. The childminder enjoys friendly relationships with the parents. Daily routines, for example, food and mealtimes, reflect parental wishes and children's needs. Consequently, children are settled and secure. The childminder regularly talks to parents about how their children have been while in her care and the activities they have taken part in. The childminder provides good information for parents about the service she provides, and parents complete detailed care records about their child when they first attend. This ensures the childminder is fully aware of the child's individual needs. The partnership with the local school and nursery is good and the childminder works closely with them. For example, long-term planning is shared to enable the childminder to fully support the children in their extended learning.

Space within the childminder's home is organised to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A range of resources are available to children and these are stored at appropriate levels, enabling children to make independent choices. A general selection is put out for the children to play with and this is reviewed and changed by the childminder to reflect children's changing needs and interests. She also uses the local toy library to provide a wider range of resources to enrich the provision for children. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe. The childminder helps children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and activities.

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 demonstrates a good knowledge of the Early Years Foundation Stage and how children learn and develop through play. She gathers good information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. The childminder is constantly observing children during play and records some of what she sees. However, this information is not yet used effectively to clearly identify children's next steps in their learning.

The indoor and outdoor environments are set up for children's learning and this allows children lots of free choice of activities and a wide range of resources. The childminder is warm and welcoming to the children, providing a safe emotional environment where they feel safe and secure. Activities are planned, based on the interests and observations of the individual children. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. Children are very well behaved. They are given stars for their reward chart and when this is full they receive a small gift out of the 'treat box'. The younger children are encouraged to share and take turns in a positive manner and are praised for this, which helps to raise their self-esteem. They are starting to use their manners. House rules are displayed to help the older children understand what they mean.

The younger children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand washing routines as they follow the appropriate practices to prevent the risk of cross-infection. Children help themselves to drinks as they become thirsty. The meals given suggest a balanced, healthy diet is provided. Children are encouraged to play outside, taken for walks daily or visit the local parks, so they feel the benefits of fresh air and exercise. The childminder considers all dietary needs and takes these into account when planning the menus for the week.

Children enjoy using the home-made maps when they are taken to and from school or nursery, and this helps them learn about the local community in which they live. They regularly attend parent and toddler groups to help them learn how to socialise with others. Children are active and are beginning to understand the benefits of physical activity. For example, they love playing outside. They eagerly dig in the raised vegetable beds as they sow seeds for radishes, pull up the beetroot and pick the green beans. Children make marks with chalks or brushes and water. In the playhouse they pretend to go to the cafe with their dolls. They are very caring towards the dolls as they play at feeding and caring for them. Children play in the sand tray and enthusiastically find the hidden numbers to place in the correct order on the number line. The younger children are starting to use words and older children are confident talkers and enjoy singing the nursery rhymes using the finger puppet props. The childminder constantly talks to them about what they are doing and offers them lots of choices, which allows the

children to make their own decisions. As children play with the interactive or reward toys they are learning basic technology skills.

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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