

Inspection report for early years provision

Unique reference number	EY421555
Inspection date	03/08/2011
Inspector	Alison Putnar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2010. She lives with her husband and two children aged 10 and six years old in Clifton, Nottingham. The ground floor of the house is used for childminding purposes. With toilet and sleep facilities on the first floor. There is a rear garden for outside play. The family have a pet rabbit and tortoise.

The childminder is registered to care for five children under eight years at any one time on the Early Years Register and is also registered on both the voluntary and compulsory parts of the Childcare Register. Within the early years age range there are two children currently attending with varying attendance patterns. 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.

The childminder works closely with parents to ensure that children's individual care and learning needs are met. A varied range of worthwhile activities are provided ensuring children enjoy their play. Methods for observing, recording and planning for children's development are progressing well. Children's welfare is protected through secure systems for maintaining a safe environment and keeping required records. The childminder presents a positive attitude to continually improving the setting for the benefit of the children and has begun to develop systems for reviewing her practice to highlight strengths and any areas for further development.

What steps need to be taken to improve provision further?

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

- improve further the two way flow of information with parents and other settings the children attend to provide greater continuity in children's learning experiences
- establish consistent methods for deciding next steps for children to work towards for each of the six areas of learning to help children reach their full potential
- make further use of methods of self-evaluation to ensure a continually improving setting and develop procedures to ensure a current first aid certificate is maintained.

The effectiveness of leadership and management of the early years provision

The childminder presents a sensible attitude to keeping children safe. She has a clear understanding of procedures for reporting child protection issues should the

need arise and has attended training relating to safeguarding children, expanding her knowledge in this area. The childminder has developed a range of policies to guide her practice and reflect her setting. These are shared with parents keeping them well informed about the childcare provision and engaging their support in maintaining a safe and healthy environment. Children's safety is further protected as the childminder supervises them well and helps them to develop an awareness of keeping safe through appropriate discussions. The childminder completes written risk assessments for the home and prior to outings. She takes relevant action to minimise the risk of accidents and ensures that toys and equipment are of good quality and suitable for the age of the children. Household members are appropriately vetted ensuring their suitability to be around children. As a result, children's welfare is protected and they are cared for in a safe and secure environment.

The childminder creates a child friendly environment where children can access toys and resources freely, supporting their enjoyment as they choose what to play with. Some of their art work is displayed in the kitchen, which helps children feel a sense of belonging and also promotes their self-esteem as they see that their work is valued. The garden is also available each day to offer wider learning experiences as children explore sand, water, craft and physical activities and help to care for the pets. Methods of monitoring and supporting children's progress are generally effective. Children settle well and benefit from the childminder's friendly nature. Flexible routines offer time to play and learn in the home and wider community. Visits to local parks, toddler groups or the library, broaden children's experiences and help them to develop social skills as they mix with others of a similar age and develop friendships with children they may attend nursery or school with in future. The childminder actively promotes equality as she values children's diverse needs, ensuring all children are actively included in activities. She provides a selection of toys and activities that positively reflect diversity as a tool for children to begin to explore and value the wider society.

The childminder uses suitable settling-in periods to ensure that all information is gained from parents and enable bonds to begin to form with the children to help them feel comfortable in her care. She communicates with parents verbally each day and also uses written diaries to ensure that information about care and some aspects of development is shared. The childminder has not fully established consistent methods of sharing the children's development records and is hoping to work on this and develop closer links with other settings the children attend to ensure all are working together to help children reach their full potential. The Childminder uses her knowledge and previous experience of working in a nursery setting to provide a good quality service. She has recently completed a self-evaluation to highlight her strengths and areas for further improvements and now needs to implement these to have further benefit on the children, particularly in relation to renewing her first aid certificate. A positive attitude and ability to making improvements is clearly evident. The childminder has reorganised her space and extended the range of resources both indoors and outdoors to create a stimulating, fun, learning environment for children.

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

Children appear confident and exceedingly settled in the childminder's home. The childminder takes account of children's interests when planning activities and uses the information to encourage children to explore new experiences. For example, the childminder puts toy dinosaurs in a tactile 'gloop' activity to encourage a less confident child to explore the feel of the mixture. The child enthusiastically takes part and talks happily about the experience, describing it as looking like strawberry or blackcurrant jelly because it is pink. The child goes on to explore and describe the different foot prints left by the dinosaur's feet. The childminder is beginning to improve systems of supporting children's progress through highlighting some next steps for individuals to work towards. As the method is new, it has yet to show its full benefit on individuals learning. Children make good progress through the range of activities they encounter. For example, a young baby progresses in their physical development from sitting to crawling and is helped to stand by the childminder and by using domestic furniture. Older children show developing personal, social and emotional skills as they show care and concerns for the family's pets. A child reminds the childminder to 'be careful with the tortoise because of its shell'. Children behave well in the setting and the childminder uses sensitive techniques to help children understand about expectations for behaviour. Children have painted and cut out their hand prints as their signature to agree to the house rules. A homely environment is created where the childminder's own children and minded children get on well together.

The childminder provides a language rich environment where she encourages children's language skills through asking open ended questions, helping children to think and respond with increasing vocabulary. She makes time to offer one to one attention to the youngest children, using facial expressions and talking to the young ones who respond with huge smiles and babbling noises. The garden is used well to offer wider learning experiences and enable children to benefit from fresh air and exercise. Outdoors children freely access the painting easel to develop their creative skills and mould with the play dough, exploring mathematical concepts as they make long tails for dinosaur pictures or model leaves for the dinosaurs to eat. A comfortable book area is provided, supporting children's early reading skills as they independently look at books or share stories with the childminder.

The childminder uses routines and daily events to promote children's learning. A child shows their understanding of safe practices through discussions about putting on the sun cream and a hat before going into the garden, the child comments 'cause the sun's coming out and it will burn'. Trips to the park enable children to benefit from fresh air and physical exercise, alongside visits to local soft play centres, where children can explore physical challenges in a safe environment. The childminder uses these opportunities to engage children in conversations about safe practices including road safety and using equipment carefully and with consideration to others. Children's health is effectively promoted as they are cared for in a hygienic and well-maintained environment. Routines for hand washing and discussions about healthy foods help children begin to understand about keeping

themselves healthy. The childminder works closely with parents to ensure that dietary needs are well catered for and refreshments are regularly offered to keep children well hydrated.

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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met