

Inspection report for early years provision

Unique reference number	EY422025
Inspection date	27/07/2011
Inspector	Janice Walker
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 was registered in 2011. She lives with her husband and one-year-old child in Mansfield, Nottinghamshire. The home is within walking distance of the local park, schools and shops. The whole of the property may be used for childminding purposes although this mainly takes place on the ground floor with toilet and sleeping facilities available within this area. There is an enclosed rear garden available for outdoor play. The family has two Labrador dogs and a number of chickens which are kept in a separated area of the garden.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, two of whom may be in the early years age range. Currently, there are four children on roll, three of whom are in the early years range. She provides care all-year round. The childminder has a vehicle available for her use and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming home. The childminder knows each of them well and they establish close and trusting relationships with her. Their safety and well-being is well promoted through effective practices and procedures. They access an appropriate range of toys and activities which supports their all round developmental progress. The childminder has strong relationships with parents which enable her to effectively meet children's individual needs. She is beginning to make use of self-evaluation in order to influence her plans for future improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment includes details of when and by whom the aspects of the environment which need to be checked on a regular basis have been checked (Suitable premises, environment and equipment).
- 10/08/2011

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

- improve the systems of recording children's achievements in order to ensure

- that they are making progress towards each of the early learning goals
- develop further the selection of toys, resources and activities which enable children to gain a greater understanding of diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a strong framework in place to ensure children remain safe whilst in her care. They are well supervised and good consideration has been given to systems to enable the childminder to respond to emergency situations. The childminder has a clear understanding of her responsibilities regarding child protection as she has undertaken relevant training and has relevant contact numbers readily to hand if needed. Robust procedures mean that all adults on the premises remain suitable to be in contact with children. Well-considered risk assessments help to ensure children remain safe whilst on the premises and when out in the local community. All required documentation is in place and kept up to date. However, although the childminder takes effective steps to ensure that the environment is safe, the written risk assessment document does not contain the required level of detail. The childminder provides a warm and welcoming environment which is comfortably furnished with space for children to eat and rest in comfort and ample room for them to explore their toys. There are sufficient play materials which are maintained in good condition and these are well organised to be easily accessible.

The childminder develops good relationships with parents who comment positively about the service she provides. There are clearly negotiated agreements regarding the care of individual children and all parents receive a copy of the childminder's policies and procedures so they are clear about her practices. She gathers relevant information from them about their children's routines and preferences to ensure that she can provide for their individual needs and maintains a daily diary to keep them informed about what children have been doing whilst in her care. Through sharing information with parents, the childminder is able to provide consistent care for children who attend more than one early years provision. This is a newly registered provider and she is in the very early stages of establishing her business. She has begun the process of self-evaluation and has formed effective links with other local childcare professionals in order to ensure that she keeps abreast of current issues and practices in order to support the continuous improvement of her provision.

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

Children have warm relationships with the childminder. Younger children seek physical comfort and cuddle closely when feeling tired or upset and those who are older confidently move around their play areas and express their needs and desires. The childminder has a suitable range of toys and play materials which support children's progress across all areas of learning and daily routines are

organised to support this. Children display confidence with numbers as they count the eggs collected from the chickens and experience caring for living things as they feed them and talk about the care they need. They enjoy designing and creating with building bricks and show skills in pencil control whilst mark making. Children's learning is enhanced by adult-led activities such as baking and outings to the library and nature parks. They access a good selection of books which portray positive images of diversity but other resources and activities to support their awareness and understanding of differences in society are limited. The childminder records evidence of children's achievements through documentation such as photographs and their art work and links these to the six areas of learning. However, they are not yet linked closely enough to the developmental steps towards the early learning goals in order to enable her to identify next steps for learning or to effectively monitor their progress towards each of these goals.

Through routines and discussion, children learn about possible dangers and how to keep themselves safe. They regularly practice the emergency evacuation procedures and the childminder gives explanations for rules regarding use of equipment such as the slide and swings. Healthy eating is well promoted in this setting. Arrangements for meals are negotiated on an individual basis with parents to ensure their wishes are complied with and meals she provides are well balanced and nutritious including a variety of fresh fruit and vegetables. Children practice good personal hygiene routines which help to minimise the risk of spreading infection; they know to wash their hands before meals and after handling the freshly picked eggs or stroking the dogs. Children regularly enjoy fresh air and exercise to support their general good health. They choose when they want to play in the garden where they freely access swings, climbing and role play equipment along with a range of bicycles and ride-on toys. The well-stocked vegetable plot is used to support their understanding about where food comes from and encourages them to taste freshly grown fruits, salads and vegetables. They regularly meet up with other local childminder's and attend toddler groups where they practice their developing social skills and learn to join in larger group activities. Through games and daily routines such as waiting to be served at the table and tidying toys after use, they learn to take turns and to care for their environment. The range of experiences provided along with the good level of support children receive, ensures that they have appropriate opportunities to develop the knowledge and skills they need for future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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
--	-----