

Inspection report for early years provision

Unique reference number	EY439531
Inspection date	22/05/2012
Inspector	Judith Rayner
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 2011 and lives with her husband and three children aged 12, 10 and six years in Ollerton, north, Nottinghamshire. There are local amenities close by, such as schools, shops and parks. The whole of the ground floor of the home is used for the purpose of childminding with access to further toilet facilities on the first floor. There is a fully enclosed and back garden for outdoor play with an additional accessible grass area. Access to the home is up two steps. There is sufficient parking available outside the home.

The childminder is registered to care for a maximum of five children under eight at any one time, of whom three may be in the early years age group. There are currently four children on roll, of whom three are within the early years age range. Children attend various days and times throughout the week. The childminder takes and collects children from the local school and pre-school by the car. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and holds a recognised teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making excellent progress in their learning and development. Good partnerships are in place with parents and others involved in the care of the child. Policies and procedures are effectively implemented and underpin the running of the service the childminder provides. Most records are informative and organised well, although risk assessments are not accurately in place. The childminder uses a useful system for self-evaluation for improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment used clearly states when it was carried, by whom and date of review (Documentation). 05/06/2012

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

- review the system used to record evacuation drills.

The effectiveness of leadership and management of the early years provision

The childminder understands that her fundamental role is to safeguard children. She is fully aware of her responsibility and the procedures to take should she have any concerns regarding a child in her care. A clearly written safeguarding policy is in place which is also shared with parents from when the child first starts. Furthermore, effective safety strategies are implemented to keep children safe, such as locking all doors and gates preventing children from leaving the home and garden. The childminder undertakes visual risk assessments to identify potential risks to children. She quickly takes action to minimise these to create a safe environment for children. Although annual risk assessments are recorded they do not clearly state when it was carried out, by whom and date of review. Policies and procedures for the safe and efficient management of the setting are successfully implemented. These clearly underpin the running of the service that the childminder provides. Most records are informative, accurately recorded and in place. However, the system used to record the fire drills which are practised is less detailed. All records are stored in a secure location and accessible for inspection.

Organisation of the daily routine, toys and resources are managed very well by the childminder. She knows the children she cares for well and actively builds on their interests whilst taking into consideration their individual needs. Good use is made of the home, garden areas and local facilities to enhance children's all-round development. The childminder ensures children learn to embrace other's similarities and differences. Children regularly access toys and resources that positively promote diversity, such as skin tones paints, small world characters and food tasting activities.

The childminder is a good role model and promotes inclusion very well. She has good awareness of the systems to support children with English as an additional language and children with special educational needs and/or disabilities. Children are treated with equal concern. Boys and girls access the same toys and activities are adapted to individual children's needs, interest and abilities.

Positive partnerships are in place with parents. Information is exchanged in various methods. For example, a 'parent pack' is presented to all parents when they first start. This highlights the service that is offered and how their child will be cared for, including written policies and procedures. A welcoming entrance also provides additional information regarding childcare information for parents to view. The childminder understands the importance of linking with other professionals of children who attend other settings. Information is generally verbally exchanged enabling all those involved to support children's progress. The childminder uses a useful system to reflect on her practise. This identifies areas of strength, such as the quality of skills used in supporting children's progress. Furthermore, the childminder also links with parents for further suggestions to make improvements for the outcomes for children. All required training has been completed, such as paediatric first aid.

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

Children are making excellent progress in all areas of their development. From the onset, the childminder values the parents' knowledge of their own child. Informative discussions and written documentation is used as a base-line to identify where the child is at in their learning and development. The childminder has excellent skills, knowledge and understanding of child development. She executes strategies and teaching methods to empower and fully support children's progress within the home environment. Regular observations, supported by written documentation and mark making achievements, are used to track children's progress very closely. Each child's next steps are identified to which the childminder plans and implements play meticulously. As a result, children are very active learners and show great enthusiasm in their play.

Wonderful play is presented building on children's interests and current topics, such as the 'Queen's Jubilee'. Children are very excited about the tea party and wait in anticipation to hear about the teddy's trip to London. Children play imaginatively with cups and a tea pot, pouring out drinks and handing cups to the childminder. They sit with the childminder and the story of the trip unfolds. Inside the suitcase is a wonderful range of objects and items associated with London. The childminder carefully introduces the items and the children are very engaged, asking questions and responding very well to thought provoking questions and critical thinking discussions. They look at a book to map out the route from the childminder's home, talking about distance and time. Opportunities for children to extend their imaginative and role play skills are very successfully in place. For example, Beefeater, knights and princess outfits, pop up castles and tents with more teddies are incorporated within the play. A London bus is pulled out of the suitcase, to which the childminder engages the children in colour recognition, number of wheels and then sing songs about buses. Children join in instantly. Furthermore, children learn about the game of chess, linking the activity to knights, kings and queens. They are articulate with the childminder as they hold the pieces in their hands. They describe with great care what the pieces are made out of, the colour and shape, naming the pieces and how the pieces move across the board as they count the squares. Children are knowledgeable of the game and the rules. Posters and pictures around the home remind children of the current chosen topic. This enables children to recognise that print has meaning and helps them to recognise names, letters and numbers. Children have a fun time as they explore excellently planned resources and activities with superb support from the childminder.

Children settle quickly as they arrive at the childminder's home. They are very familiar with the routine and totally respect the belongings of the childminder. They take their shoes off and change their clothes independently ready for the activities ahead of them. They are polite, courteous and very familiar with the expectations that the childminder positively promotes. All children are treated with the utmost concern. Children are positively encouraged to embrace other's similarities and differences through sensitive conversations, toys and activities. They also spend quality time at dance and play sessions within the local

community. As a result, children's self-esteem is high and significantly develops the skills they will need for the future. Very warm relationships are developing between the childminder and the children. Children have an excellent understanding of how to keep safe and be healthy. They show great curiosity as they want to know more information regarding where the water goes once the toilet has been flushed. They confidently share why it is important to wash hands to stop germs spreading. Effective strategies successfully implemented by the childminder enable children to feel safe to explore the garden areas and various rooms in the home very well. They know how to behave when getting in, out and travelling in the car, as well as using larger more challenging apparatus at the park.

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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