

Inspection report for early years provision

Unique reference number	EY439856
Inspection date	27/06/2012
Inspector	Tina Garner
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 2011. She lives with her husband and two children aged six and four years in Nuthall, Nottingham. The whole of the ground floor property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom, no more than two may be in the early years age range and of whom, no more than one may be under one year. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child within the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are successfully safeguarded because of the childminder's responsible attitude towards their welfare and her secure understanding of the requirements of the Early Years Foundation Stage. Children are valued as individuals and are able to make good progress towards the early learning goals. Policies and procedures effectively promote children's welfare and their learning and development. The provision for continuous improvement is good because the childminder has established effective systems to reflect upon her practice and to drive forward improvement.

What steps need to be taken to improve provision further?

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

- develop the system of assessing and recording children's progress, clearly prioritising next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential
- develop parent contribution to the learning journeys to help identify children's starting points and learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder has an effective understanding of the possible indicators of child abuse and she knows how to make a referral in line with Local Safeguarding Children Board policies and procedures. She shares clear information with parents as to how to make a complaint that includes details of how to contact Ofsted as

the regulator. This ensures a safe and transparent provision for children and parents.

Risk assessments are carefully carried out across the provision, in order to make sure that children are fully safeguarded. Good use is made of both the indoor and outdoor environments to promote children's differing interests and their overall development. Areas are well organised and children are able to safely and independently make their own selections from a wide range of toys and resources. Children are taught to respect themselves and others. Thus, helping children to develop a sound sense of themselves and good self-esteem.

The childminder develops warm relationships with parents. She gathers all relevant information from them about the care and routines of their children to ensure that she can provide for their individual needs. However, this does not yet extend to include sufficient information to establish children's starting points or to fully support the ongoing assessment of their learning. The childminder has a professional approach to her work. She is aware of the importance of working in partnership with other care providers. The childminder has completed all of the required training and has implemented systems for self-evaluation to ensure continual improvement.

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

Children are settled, content and eager to take part in activities. An effective balance of adult-led and child-initiated play helps children to become active learners, while the choice of activities enables them to progress well. Many sensory and practical activities are planned and children clearly enjoy experimenting with a wide range of substances and materials. For example, children enjoy painting with brushes and creating hand print sunflower pictures. They use glue and collage materials to create their own fish and boats in line with current topics and display these proudly on the kitchen wall. Children sit with the childminder and enjoy favourite stories. They listen to familiar songs and join in action rhymes. Very young children practise their pre-writing skills as they make marks using wax crayons and attempt to draw in the sand. Children's knowledge and understanding of the world is well promoted as they plant sunflower seeds in the garden and enjoy feeding the fish with the support of the childminder.

The childminder makes observations of children at play and uses this information to provide activities she knows they will enjoy and benefit from. This ensures that children make good progress with their overall learning. However, observation and assessment strategies are not yet fully effective in identifying children's starting points or prioritising next steps for them to work towards in each of the six areas of learning identified within the Early Years Foundation Stage. Consequently, this limits the childminder's ability to fully plan for individuals most relevant next steps.

Children are beginning to learn about safety and adopting a healthy lifestyle through the repetition of routines, such as knowing that their hands must be

washed before eating. Children enjoy the attention of the childminder and show by their behaviour and mannerisms that they feel safe in her care. They show by their actions that they are beginning to understand the childminder's house rules and boundaries. Children behave well because the childminder has a consistent approach to managing unwanted behaviour and is a successful role model. The wide range of play opportunities provided for the children enable them to develop skills for their future social and economic well-being.

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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