

Inspection report for early years provision

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Inspection date	18/07/2012
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 2012. She lives with her family in a suburb of Nottingham. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a cat.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending in this age group. Children attend on a full and part-time basis. She also offers care to children over five to 11 years. The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises children's individuality and has a sound understanding of their needs and interests. She has developed positive relationships with parents and carers, offering them information about her setting, being flexible and showing an interest in their home lives. Children are making good progress in their overall learning. The childminder takes steps to promote children's health and welfare through effectively daily routines, minimising risks and generally good safeguarding awareness. The childminder has a positive attitude towards continued development and ensuring that the overall quality, care and outcomes for children continue to improve.

What steps need to be taken to improve provision further?

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

- develop parent contribution to the Learning Journeys to support in assessing children's starting points and their on going development
- ensure the record of risk assessment includes those carried out for each type of outing.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good commitment to protecting children from harm and neglect. She has developed a secure understanding of procedures to safeguard children through accessing training and developing comprehensive written procedures. Daily routines to keep children safe are followed, the childminder supervises children well to reduce the likelihood of accidents. Household members are appropriately vetted to ensure their suitability to be with

children. The childminder conducts all required risk assessments to ensure children can play safely, both at home and when on outings. A comprehensive written record of these checks is maintained for the home and garden, although records available do not include those carried out for each type of outing.

The home is effectively organised and space is created for children to rest and play in comfortable surroundings. Children are able to access two rooms for play or sleep meaning individual needs can be accommodated. A young child can sleep peacefully while others continue to play actively. A good range of toys and resources are provided and the storage systems enable children to make choices about what they want to play with, fostering their enjoyment. Outings are planned and children benefit from the time spent out of doors. Resources which promote positive images of the wider society and planned craft activities enable children to begin to explore and celebrate their differences.

The childminder demonstrates a positive attitude to meeting the requirements of the Early Years Foundation Stage and improving her service. Training requirements are met and the childminder takes advice from relevant professionals in order to further enhance her provision. The childminder has a positive approach to reviewing her procedures and uses self-evaluation in order to identify strengths and areas for improvement.

The childminder has established effectively partnerships with parents, developing a shared sense of trust. This ensures that information can be shared to enable her to care for children according to individual needs and in-line with parent's wishes. The childminder includes all aspects of children's development in her daily discussions, however, opportunities which enable parents to share what they know about their own children's development at home have not been fully established. The childminder has established relationships with other professionals, such as staff at other settings the children attend to ensure all work together to support children's progress to best effect.

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

Children have formed positive relationships with the childminder and are at ease to go to her for comfort, support and reassurance. This demonstrates that the children feel safe and enables them to make very good progress in their personal, social and emotional development. The children know where things are kept and familiar routines help them to feel safe and secure. The childminder's active involvement in children's play helps her to note preferences and interests. She has established clear and effective systems to monitor the development of children within the Early Years Foundation Stage which helps to assess progress towards the early learning goals.

The childminder ensures that all children have a wide range of resources within their reach that are appropriate to enhance all areas of their development. Many sensory and practical activities are offered every day and children clearly love to experiment with a wide range of substances and materials. For example, children enjoy creating and making their own models out of home-made dough and painting pictures which they proudly take home at the end of the day. The childminder knows just how and when to intervene to move the children's learning forward and matches this carefully to the differing ages and abilities of the children so that they are all making good progress. Communication skills are encouraged well which helps children express their ideas and opinions. The childminder has a positive attitude towards diversity and provides resources and activities that help children develop an awareness of the wider community, their own and other cultures. Children have plenty of opportunities to be active and the childminder makes good use of the outdoor space, where children play with sand, water, draw and use wheeled toys.

Children are developing an understanding of dangers and how to stay safe by responding to the guidelines set out by the childminder. Younger children feel safe and secure as they snuggle into the childminder and learn about road safety and how to evacuate the building in the event of a fire. Children respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. This is supported by the childminder who praises and encourages the children to play harmoniously together, to share and take turns.

Children benefit from a clean, warm and comfortable childcare environment. They adopt robust personal hygiene routines, for example, they are encouraged to wash their hands after using the toilet and the childminder ensures that separate hand towels are provided. This prevents cross-infection. Children have daily opportunities to get fresh air and are able to rest and sleep according to their needs. Their growth and development is activity promoted. Children enjoy a good range of wholesome, freshly prepared meals and snacks and have access to fresh drinking water throughout the day to ensure they remain well hydrated and comfortable. Children enjoy regular exercise as part of maintaining a healthy life style. For example, children use apparatus in the park which promotes their coordination, control and fitness.

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	1
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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