

Inspection report for early years provision

Unique reference number	254910
Inspection date	09/01/2009
Inspector	Anne McKay
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1988. She lives with her husband and two sons in a terraced house in a residential area of Nottingham. The house is accessed via one step to the front door and is close to local schools, shops and parks. Minded children have access to the whole of the ground floor of the house and to a secure rear garden for outdoor play. The family have a cockatiel as a pet. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight at any one time, three of whom may be in the early years age group. There are currently three children on roll who are in the early years age group and three older children. The childminder takes and collects children from local schools and attends local toddler groups. She is the coordinator of the local childminding network and is a member of the National childminding Association.

Overall effectiveness of the early years provision

Children are very well settled in the care of the childminder with whom they have positive and secure relationships. They enjoy their time with her and are making good progress in all areas of their learning and development. Their progress is supported well through a variety of appropriate activities that are generally planned to meet children's individual interests and needs. The childminder has a high regard for children's welfare and is generally very thorough in meeting the requirements of the Early Years Foundation Stage. Children are cared for in an inclusive and welcoming environment. The childminder takes time to evaluate her practice to identify and act on any areas for improvement.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations and use assessment to plan for the next steps in individual children's learning and development.

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

- ensure risk assessments are recorded and reviewed regularly, including risk assessments for each type of outing (Documentation).

23/01/2009

The leadership and management of the early years provision

The childminder has recently undertaken a self-evaluation in which she has demonstrated a good capacity to recognise her own strengths and weaknesses and to plan areas for improvement; monitoring these to see how effective they are. She has improved the range of nutritious meals and snacks since the last inspection and has also increased the resources available to children to help them learn about wider society. The childminder is up to date with all required qualifications and is keen to continue to develop her skills and knowledge through attending further relevant training. She provides information for parents in the form of written policies and procedures that describe the care she provides and her business practices.

Accurate and up-to-date documentation is maintained and shared appropriately with parents to promote children's welfare. The childminder communicates regularly with parents to ensure she is up to date with regard to children's individual needs. She ensures she has accurate information about specific support required such as health or dietary requirements so she can plan effectively for them. She takes care to find out about each child's background such as culture, religion and relevant home circumstances so she can help them develop a sense of belonging and to feel welcome and included. She has established effective links with the local schools so they can share information about children's progress. The childminder has a good understanding of safeguarding children procedures and knows how to implement these to protect children. She creates and maintains a safe environment for the children to play in within the home and on outings. However, the risk assessments are not recorded so it is difficult for children's safety to be reviewed.

The quality and standards of the early years provision

Children are making good progress because the childminder knows them well individually and knows what they are interested in and what they like to play with. She ensures that the environment is stimulating and interesting with an appropriate selection of accessible toys and activities so that children can make their own choices. The childminder offers a very good range of art and craft activities, helping children to learn new creative skills. Children engage in activities purposefully and happily, learning through their play. For example, they explore the texture of play dough in a floor-based activity by prodding and moulding it, and then take off their socks to stand in the dough and wriggle their toes, making footprints. The childminder encourages them to think of a word that describes what the dough feels like and they decide it is 'squidgy'. Children use their physical skills to pat and roll out the dough and competently use cutters to make shapes. They are supported well by the childminder who demonstrates how to use the tools and gives verbal encouragement to help them to work things out for themselves. She asks questions to help them learn about shape and colour as well as practising their number skills by counting the toes in their footprints.

Children are confident communicators and have their social and language skills

promoted well by the childminder. She balances her attention well between the children in her care and is able to adapt activities to ensure all children are included in a way that promotes their individual development. She has begun to make observations of children's progress and links this with the different areas of learning and development, of which she has a secure knowledge. However, she is not yet using this information to systematically and consistently plan for the next steps in individual children's progress.

Children are nourished through a healthy and nutritious diet of meals and snacks provided by the childminder or by their parents if they wish. The childminder talks to children about their food so they begin to learn what is good for them. Children exercise regularly through activities that support their physical development and enable them to spend time in the fresh air. They eat and rest according to their individual needs and routines. Children behave well; they respond positively to the childminder's calm and consistent approach and learn to be responsible, for example, through helping to tidy up and to share toys.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.