

Inspection report for early years provision

Unique reference number	258350
Inspection date	17/02/2009
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 2001. She lives with her husband and two children in a semi-detached house on a cul-de-sac in a residential area of Nottingham. The house is accessed via three steps to the front door or two steps to the back door. Minded children have access to the whole of the ground floor of the house, including a downstairs toilet and to the first floor bathroom. There is a secure enclosed rear garden available for outside play. 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 five children on roll, three of whom are in the early years age group and all of whom attend on a part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have positive and secure relationships with the childminder and develop a sense of belonging at the setting where they are included within the family. They settle happily to play with a range of toys and activities that are suitable to promote their development in all areas. Children make steady progress in their learning and development and the childminder is developing systems to plan for them as individuals. Most aspects of children's welfare are promoted well and the childminder evaluates her practice to plan for continuous improvement.

What steps need to be taken to improve provision further?

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

- plan next steps for individual children by matching observations to the expectations of the early learning goals.

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

- keep a record of the risk assessments, including for each type of outing and the school run, clearly stating when it was carried out, by whom, date of review and any action taken following review or incident (Documentation).

03/03/2009

The leadership and management of the early years provision

The childminder keeps up to date with her knowledge and skills by attending relevant training courses. She is able to evaluate her own practice to identify areas

for improvement and seeks and accepts advice appropriately, for example, from the local authority and through her liaison with other childminders in the local network. She has made the recommended improvements from the last inspection which has improved the outcomes for children, for example, by providing paper towels for them to dry their hands on so the risk of cross-infection is reduced. She has also extended the planning of activities to provide more balance across all areas of development. She is currently planning to further develop the resources available to children that reflect positive images of diversity to help them learn more about wider society alongside the activities she already provides.

The childminder works very closely with parents and carers. She provides them with copies of her policies and procedures as part of their contract. These inform parents about the care provided for their children and about the childminder's business practices. She keeps up-to-date with regard to children's individual needs through a daily verbal exchange of information with parents. All essential information is recorded to enable the childminder to provide appropriate care for children as individuals and to include each child on an equal basis. Documentation is accurate, up-to-date and shared responsibly with parents. Children are protected by the childminder's understanding of the safeguarding procedures and her knowledge of how to implement these to promote children's safety and welfare. They play in an environment that is effectively assessed for any potential risks although the record does not show when a new risk has been identified or the action taken. There is currently no record of risk assessments for each type of outing including the journey to and from school, although the childminder describes safe practice.

The quality and standards of the early years provision

The childminder has a suitable range of skills to support children's development in all areas and an ability to plan to meet their developmental needs, providing appropriate challenge and interest. She uses scrapbooks to display children's work and these show that children are making steady progress. She has recently begun to record some observations to help monitor children's progress, linked with the six areas of learning and development. However, she is not using the information systematically to plan for the next steps in individual children's progress towards the early learning goals.

The positive relationships the children have with the childminder is a strength and this gives them confidence to play and learn, showing curiosity and exploring what is available for them to play with. The childminder plays with them at their level and facilitates their play through questions that challenge the children to think and through demonstrating how to do things so that children can learn new skills. For example, a baby is fascinated by a toy with different textures and noises. The childminder plays with this just outside the child's reach, encouraging them to reach and to roll towards it; this promotes the child's physical development and gives the child a great sense of achievement as they grasp the toy. Children are provided with a mixture of play they initiate themselves and of adult-led activities such as baking or painting. The childminder includes all children by ensuring that activities can be accessed by individuals of different ages and abilities at the same

time. For example, if she takes children to the local shop one child might help place items in the basket while an older child might help to count out the money.

Children communicate confidently and develop good social skills and responsible behaviour. Their health is promoted as they play outside in the fresh air, go for walks and play in the local park. They sleep and eat according to their individual routines and are nourished through a reasonably well-balanced and nutritious diet of meals and snacks. Children learn to keep themselves safe, for example, by practising the evacuation procedure and they learn about road safety whilst out with the childminder.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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
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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.