

Inspection report for early years provision

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| Unique reference number | 252638 |
| Inspection date | 14/04/2009 |
| Inspector | Lynn Masterman |
| 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 registered in 1996. She lives with her husband and two mature sons. The family live in a small village near Mansfield Woodhouse in Nottinghamshire. The premises can be easily accessed and the whole of the ground floor, including toilet facilities, are used for childminding. There is a fully enclosed out door play area to the rear of the premises. Care is offered Monday to Friday all year round. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time. There are ten children on roll, of which, four are under five years. She also offers care to children over five to 11 years old. The provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a welcoming and friendly environment where their individual needs are given thoughtful consideration. Children enjoy their learning and make good progress towards the early learning goals through a well balanced range of activities and experiences. The childminder ensures most areas of children's welfare are successfully promoted through a range of effective practises. However, the fire blanket is not appropriately sited and the systems in place to ensure all planned outings are routinely accessed is not sufficiently robust. The childminder has a strong commitment to improvement and consistently evaluates her daily practice.

What steps need to be taken to improve provision further?

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

- ensure the fire blanket is appropriately sited
- develop further the use of risk assessments to cover all planned outings.

The leadership and management of the early years provision

Communication with parents is a key strength, which ensures parents and children feel valued and welcome. Parents have access to a varied and concise range of policies and procedures, which contributes to the successful organisation of the setting. Documentation and most written parental consents provide clear information for parents regarding their children's care and well-being. Information gathered from parents and other care settings is used effectively to ensure continuity in the children's learning. For example, the childminder, parents and the nursery have looked at ways to help the children to recognise their own name and develop letter recognition through a range of planned activities. The childminder has a good understanding of the Early Years Foundation stage and child

development. Overall, the use of planning and the children's assessment records are used collectively to help plan for the next stage in their learning journey.

Children are cared for in a well organised environment where risks are identified through the use of visual and written risk assessments. The childminder is skilful in her ability to assess potential hazards from the children's prospective according to their age and physical development. For example, the gates enclosing the outdoor have been made higher to prevent more able children elevating themselves over the gate. The preparation for general daily outings is thorough and parents are kept fully informed of any specific planned outings. However, not all venues are sufficiently assessed prior to the planned visit. The childminder has a positive awareness of her responsibility for the protection and safeguarding of children. All persons living in the household have been appropriately vetted.

The childminder recognises the importance of continuous improvement to develop her practice and provide good outcomes for children. She makes use of the Statutory Guidance for the Foundation Stage, personal reading and the local childminding net works to seek support. The recommendation at the last inspection has been addressed and successfully implemented.

The quality and standards of the early years provision

Meaningful relationships with the childminder and their peers successfully contribute to the children's strong sense of belonging. The children confidently express their needs, voice their opinions and make informed choices about their play. The children respond extremely well to the childminder, who sits with children at their level and follows their lead to ensure they are learning whilst having fun. The childminder respects their individuality and works in partnership with parents to ensure their evolving needs are continually met. For example, the childminder has secure knowledge of how to respond to children with intolerance to specific foods and to adapt menus to ensure they are fully included. The childminder is particularly skilful in helping young children develop their confidence and self esteem as they explore new experiences within their personal and social development. For example, the childminder recognises the emotional journey for young children when they visit unfamiliar settings, such as a new toddler or playgroup. She helps the children to feel secure through lots of reassurance and physical closeness.

Children's learning is promoted through a good range of activities based around their interest and themes, such as a planned visit to the farm to see the farm animals. The childminder successfully extends the children's learning opportunities within the six areas of learning. For example, the development of children's communication, language and literacy is fostered as they climb on the childminder's knee and listen to stories about the farmer and the animals that live on the farm. They sing familiar nursery rhymes about animals and develop their awareness of number. The children giggle as they use their fingers to count and subtract the animals in the song. Therefore, they are beginning to problem solve. They show curiosity as they choose the shape of a farm animal and use a threading lace to develop their own patterns. The childminder talks to the children

about how to 'push' and 'pull' the lace through the holes.

The childminder actively promotes an inclusive environment .The children are beginning to develop an awareness of diversity and learn about others as they explore similarities and differences within their peer group. The childminder talks to the children about children from different cultural backgrounds. For example, the children talk about how the boys of the Muslim faith wear hats and the girls wear scarves and they have a special prayer mat. This helps children to learn about mutual respect. Children's good health and safety is successfully promoted through a range of planned activities. For example, all children help to prepare their own snack. The childminder reminds the children to hold knives carefully when cutting vegetables.

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

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| 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

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| 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

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| 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

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| 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

Since the last inspection there have been no complaints made to Ofsted.

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.