

Inspection report for early years provision

Unique reference number	EY227284
Inspection date	01/04/2009
Inspector	Susan Riley
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 2002. She lives with her husband and four children in a suburb of Nottingham. It is within walking distance of local shops, parks and schools. The childminder is registered to care for a maximum of six children at any one time and is currently caring for four children in the early years range. She also offer care to children over five years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder also provides care for children before and after school and during the school holidays. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder walks to the local schools and nurseries to take and collect children. She regularly attends several parent and toddler groups and the local childminding support group and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children settle extremely well with this childminder and enjoy a warm, close relationship with her. She makes good use of her home, garden and local community to offer many valuable learning experiences. Her practice is fully inclusive because she works very closely with parents to meet children's needs and she is developing links with any other providers who share the care of her minded children. All children are treated as individuals and have there differing needs effectively met because the childminder has a secure awareness of their needs, stage of development, likes and interests. The childminder demonstrates a strong commitment to improving the provision. She has systems in place to monitor and evaluate her practice to ensure that any gaps in her provision are identified and further developed. She is committed to furthering her own knowledge and developing her practice, and attends regular training.

What steps need to be taken to improve provision further?

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

- provide children with a range of information, communication and technology resources to enable them to develop an interest and learn how to operate simple equipment.

The leadership and management of the early years provision

The childminder has developed a range of detailed policies and procedures to support her working practices. Relevant documentation is maintained to support

children's care and to ensure their needs are known. The childminder holds a current first aid certificate and has clear procedures in place to deal with any accidents or illnesses. As a result children are protected. The childminder shows a commitment to providing positive learning experiences and appropriate care for the children. For example, she has taken action on the recommendations made at the last inspection. She attended training to improve her knowledge and understanding around how the younger children develop and learn.

Documentation is well-organised and fully supports the care of the children. The childminder undertakes risk assessments for the home and for each type of outing so that any hazards are identified and minimised. The childminder demonstrates a strong commitment to improvement and has developed strategies to self-evaluate her practice in order to further improve the quality of her service to all children. Through her own self-evaluations and on-going discussions with parents she is effective in identifying the strengths and weaknesses of the provision. Parents receive good detailed information about the childminder's service and this includes copies of her policies and procedures for their reference. Clear information is exchanged at the start of a placement to enable children's needs to be shared and to ensure the childminder is aware of parents' wishes. Further information is shared verbally with parents so that they are informed about their child's day. Children's individual needs are met because the childminder gets to know the children very well and shares relevant information effectively with parents and other professionals. The childminder has a clear understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures. Efficient steps are taken to ensure all adults within the home are appropriately vetted and that toys and equipment are maintained in a clean and safe condition.

The quality and standards of the early years provision

Children are very happy and actively involved in a range of activities that promotes their learning and development. The childminder is effective in supporting children's learning, she very easily gets down to their level. She is a good role model and uses different teaching methods in helping children learn. Children's independence is promoted as they are encouraged to see to their own personal needs. For example, they are very aware of the lunch time routine with regard to washing their hands. The childminder is providing children with activities to develop their skills in all areas and is responsive to their interests, which in turn makes children eager to learn and confident to suggest their own ideas. For example, recently the children did an experiment with coloured ice cubes and they soon realised that the ice cubes in the warmer water melting quicker. So they moved the ice cubes into the tray of colder water to make them last longer. Children are learning in a fun way.

A good range of resources are readily available to promote learning and these are set out so that children can make independent choices in what they do. However, the resources around information, communication and technology (ICT) is limited for the older children. They regularly attend local toddler groups and other local children's activity groups. This helps them to socialise with a wider group of

friends. The childminder plans in a very informal manner to meet the needs of the children she is caring for, as she responds to the children's interest on the day. For example, at nursery, chicks have recently hatched so she changed the planning to reflect the children's interest around the chicks and farming. She records detailed observations of children's learning and uses the information to plan for their next steps.

The childminder is very proactive in keeping children safe at all times, she reinforces good security of her premises. Children learn about keeping safe as the childminder reinforces road safety when out walking with the children. They also practise the emergency evacuation procedure, this ensures they are fully aware of what to do in the event of a fire. The childminder promotes positive behaviour by using effective strategies and providing praise so that children's confidence and self-esteem are fostered. Children benefit from outings and develop their understanding of the wider community through trips to the park, going to the shops and meetings with other childminder's and the children they care for. They are encouraged to walk to and from events and benefit from other activities which promote their good health and physical development. Children learn about healthy eating through the nutritious home cooked meals.

The childminder helps children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and activities. For example, when out the children showed interest in the person who was training the guide dogs. The childminder then explained to the children and did activities around senses to help them understand what it was like for someone who is visual impaired. Children enjoy books and have an interactive display around the letter sounds, in which they put objects into the relevant letter pouch. Overall, children develop the skills needed to be active learners.

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

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.