

Inspection report for early years provision

Unique reference number	252125
Inspection date	20/04/2009
Inspector	Yvonne Layton
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 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 was registered in 1994 and lives with her family in Selston, Nottinghamshire. The children have access to all of the ground floor of the property and there is an enclosed garden available for outside play. Access to the home is via a level path from the front gate. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. Currently she is minding six children, three of whom are in the early years age group. The childminder also cares for children over eight years. She walks and drives to take children to and from school, children's groups and on outings. The childminder has a childcare qualification. The family have a guinea pig.

Overall effectiveness of the early years provision

Overall the provision is good. Children within the Early Years Foundation Stage (EYFS) enjoy a happy, welcoming environment in which their welfare and learning are successfully promoted. However, there are some aspects of the childminder's knowledge and documentation that require attention. Inclusive practice is promoted for all children in the setting and effective links with parents and other settings help ensure consistency in care and education. The childminder continues to reflect on her practice and complete training, therefore continuous improvement is effectively promoted.

What steps need to be taken to improve provision further?

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

- take steps to update the procedure for safeguarding children including the procedure to be followed in the event of an allegation being made against the provider or anyone living on the premises
- extend opportunities to support further the balance of adult-led and child-initiated activities by following through children's ideas and interests arising from activities provided.

The leadership and management of the early years provision

Children are cared for by a childminder who is knowledgeable of the Early Years Foundation Stage (EYFS) and conversant in implementing all aspects of the learning and development elements of the EYFS. She provides a welcoming and child-focused environment. Areas of learning are met through a range of planned, themed, free-choice and child-led activities. The children are enabled to use their own initiative to explore and experiment in their play, as the childminder positively seeks and responds to children's opinions and request for activities. However, some opportunities for children to learn are not used to their full potential, as the childminder does not always expand planned activities as a result of discussions

held and children's own ideas during the activity. Open-ended questions are consistently used to encourage and extend their learning. The childminder completes individual written observations which identify the children's progress, achievements and their next steps. She reflects on and evaluates her practice, both alone and within a childminding group. She undertakes research and training to continue to develop her skills and the provision. The recommendations from the last inspection have been met, therefore the capacity to make ongoing improvement is effective.

Partnerships with parents and other providers are well-established and ensure each child's needs are met, which helps to create consistency between home and the setting. Parents are provided with quality information about the care and education of their child, including newsletters and care diaries for young children, and their opinions are sought by questionnaires. Children are protected as all required records, policies and procedures are in place. Their welfare is protected as the childminder has a clear knowledge of her responsibility for safeguarding children. However, her safeguarding children procedures and her knowledge of the procedure to be followed in the event of an allegation being made against her or anyone living at the home, require updating.

The quality and standards of the early years provision

The childminder is keen to provide children with a positive experience and a sound base to support their learning. They are happy in the setting. Interactions are good. Children enjoy purposeful play through a range of planned, unplanned and child-led activities with a focus on children's choice. This ensures that they make good progress towards the early learning goals. Daily routine, learning through play and outings to local amenities are used to promote their learning. All areas of learning are covered and met.

Children's creativity is fully promoted through a range of planned and free-choice activities. Mark-making, art and craft resources and book boxes are readily available. Their imagination is enhanced as they develop their own games, supported by the childminder. For example, supported by relevant resources, they become 'doctors and nurses'. Also, outings to farm and country parks and woods are used to develop children's learning about their world. Diversity is respected and enjoyed as the childminder offers a range of resources, creative projects and celebration events. Themes enhance children's experiences, including the seasons, holidays and visits to the seaside. Children also investigate their world by collecting leaves, fir cones and shells, which are then discussed and used in creative projects. Children create and use their own ideas throughout when completing the projects. However, currently the childminder does not always use or extend these experiences to expand children's learning to their full potential. Alongside using routine and encouraging learning during play, children are supported in their development by the use of focussed table top activities, which are used as part of the observations of progress. Children are actively involved in learning about nature as they undertake activities such as 'pond dipping' and observing tadpoles grow into frogs in the childminder's pond. Daily outings and activities enhance children's physical skills as they enjoy visits to activity centres and children's

groups. All children are included and the childminder works with them to enhance their social skills both within groups and individually. For example, they are encouraged to tidy away activities and help with appropriate jobs. They learn about personal care in fun ways such as putting their shoes on so that the fastenings 'kiss' to make sure they are on the correct feet. Children have a sense of self-worth as they follow the childminder's behaviour boundaries, which promote social skills such as respect and kindness to each other. She is a good role model with a focus on building confidence and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group. Throughout the setting there are posters with pictures and text to assist in promoting children's learning and understanding. For example, in the greenhouse there are details of what is growing and in the home posters to support good hygiene practices.

Children's health and safety are well-promoted. The childminder has effective hygiene policies, procedures and routines, including discussions and explanations with the children about personal care. Children enjoy a nutritious diet as the childminder provides a varied menu. They learn about food as they are involved in planting, caring for, picking and eating fruit and vegetables from the garden. Children are protected and their welfare is supported as the childminder has established safety routines, for example, when children access the pond. They are learning about safety as the childminder is vigilant and maintains consistent safety routines. She discusses personal safety and undertakes activities, including using a road safety activity pack. Children are protected in an emergency situation as a pictorial procedure for contacting the emergency services and detailed information about fire evacuation is on display. This includes identified assembly points in the garden.

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

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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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