

Inspection report for early years provision

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Inspection date	09/10/2009
Inspector	Diana Pidgeon
Type of setting	Childminder

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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.

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Description of the childminding

The childminder registered in 2007. She lives on a residential road in the Mapperley area of Nottingham with her partner and one adult child. Their home is within walking distance of the local park, shops and school. The family have three pet cats and one dog. Minded children use the ground floor of the house, with access to sleeping and toileting facilities within these areas.

The childminder is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time and is currently caring for eight children all on a part-time basis. Six children are in the early years age range with two of them being in full-time education. The childminder holds a recognised early years qualification and is registered to work with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment for children, which helps them to settle easily in her care. Good relationships with parents ensure relevant information is exchanged so that children's individual needs and routines are known and met by the childminder. Appropriate arrangements are in place to protect children and promote all aspects of their welfare. Children benefit from a suitable range of play activities although methods to maximise their learning are not fully established. The childminder takes steps to improve her practice but has not implemented rigorous self-evaluation to clearly identify how she will make continuous improvements.

What steps need to be taken to improve provision further?

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

- review the system for observing and recording children's achievements to better support the planning for their learning
- develop further opportunities for children's learning in the outdoor environment
- undertake regular self-evaluation in order to plan for continuous improvements.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of the safeguarding procedures and knows the appropriate action to take if concerned about a child. Recent risk assessment has been undertaken and this effectively identifies potential hazards and how these are minimised, in the home and on routine outings the childminder

undertakes. Suitable safety measures, such as safety gates and a fixed fireguard, are in place and the childminder carries out regular evacuation practices to raise children's awareness of what to do in the event of a fire. Relevant documentation is in place and held securely. The childminder ensures all adults in the home undergo the appropriate vetting procedure to confirm their suitability. These steps promote children's overall safety.

The childminder uses her home effectively to provide a welcoming and child-friendly environment. Children access two rooms on the ground floor that are set out with a wealth of toys and play materials, enabling them to make choices in what they wish to do. The childminder works flexibly to meet the needs of the families she cares for and has an assistant available to help her should the need arise. She recognises the benefit of close partnership working with parents and maintains good communication with them so that children's home routines are followed within her setting. She develops a good understanding of each child's care needs and adapts her practice accordingly to ensure they feel secure. The childminder works cooperatively with any other professionals involved in the care of the children and develops links with older children's schools.

The childminder shows a commitment to improving her knowledge through attending training and network meetings. She has a sound knowledge of child development and how to support children's learning, but has not yet implemented an effective way to observe, assess and then plan for the children's progression across all areas. The childminder has addressed the actions and recommendations raised at previous visits, showing an ability to make improvements. Although the childminder has a basic understanding of her strengths and areas for development, she has not begun to undertake any form of rigorous self-evaluation to drive forward continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children are generally happy and settled in the childminder's care and are treated as part of the family. Children show that they feel safe with the childminder as they seek her out for comfort and involve her in their play. Warm relationships are clearly evident as the childminder helps children learn how to play happily alongside others. Children's independence is fostered as they make choices in what they do and use toys that are easily within their reach. For example, young children explore the home play area pretending to make lunch with small utensils and play foods. They are fascinated by a pop-up toaster and with the childminder's support begin to understand how it works. Children make connections in their play. For example, when playing with a toy iron children talk about irons being hot. Daily routines are varied and include visits to local community groups where they socialise with others. The childminder also makes use of local parks to support children's physical development, taking bats and balls for them to use in addition to the large equipment provided. However, opportunities for outdoor play are limited and do not provide a good range of experiences across all areas of learning.

Children learn simple messages about keeping themselves safe and healthy. For example, children are encouraged to talk about the foods they see on wall posters and eat healthy meals and snacks. They learn to deal with their own personal hygiene and understand how hand-gel helps to kill germs. The childminder has clear procedures to deal with children who are sick and implements these efficiently, therefore minimising the risk to others. Children begin to learn the expectations for their behaviour and respond to the childminder's consistent approach. As young children find it difficult to share, the childminder offers sensitive guidance to help them deal with their strong emotions. Children develop a strong sense of personal identity as they see their photographs displayed as part of the group and use resources that reflect diversity. Although children have access to a wide range of play their progress is not maximised due to the limited planning for their learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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