

Inspection report for early years provision

Unique reference number	260414
Inspection date	30/04/2010
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and three children aged 14, 11 and five years in the Retford area of Nottinghamshire. The whole of the ground floor is used for childminding with toilet facilities provided on this level. There is a secure outdoor play area to the rear of the premises.

The childminder is registered to care for a maximum of five children at any one time. There is currently one child in the early years age range on roll. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are relaxed and settled in the comfortable home environment. The childminder continues to develop her understanding of the Early Years Foundation Stage and as a result provides worthwhile play activities that help children make sound progress in their learning. She exchanges information appropriately with parents and works closely with them to ensure children's individual needs are met. The childminder is in the early stages of monitoring children's progress and evaluating the effectiveness of her own practice. The action the childminder has taken since her last inspection has had a positive impact on children's welfare and learning and she shows a capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- analyse the observations of children and use these to plan for their future learning
- develop further the use of self-evaluation in order to identify current strengths and to plan for ongoing improvements.

The effectiveness of leadership and management of the early years provision

The childminder takes effective steps to promote children's health and safety. She undertakes regular risk assessments to identify and minimise any hazards in the home environment. She provides high levels of supervision and is alert to children's changing abilities so that they explore safely. Systems to protect children in the event of an emergency are well-considered and appropriate records are held. The childminder has attended safeguarding training, which ensures she has a clear understanding of her responsibility to protect children from abuse and a satisfactory knowledge of the procedures to follow should she be concerned about

a child. Children are cared for in a clean, comfortable and well-maintained family home. A suitable range of interesting and age-appropriate toys are available and organised so that children can make choices about what they wish to use.

The childminder shares her written policies and procedures appropriately with parents so that they are aware of how she promotes the children's health, safety and welfare. They exchange information daily to ensure children's changing needs are known. The childminder has a positive attitude towards improving her service but is not yet using self-evaluation effectively to reflect upon all aspects of her service. Since her last inspection she has shown a commitment to improvement by attending training courses and working closely with advisors. She now shows a suitable understanding of the learning and development requirements of the Early Years Foundation Stage and is starting to use observations and assessments to help her plan for children's learning.

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

Children enjoy their time with the childminder and are clearly happy and relaxed in her care. Although the childminder is in the early stages of providing care for the children, they clearly have a warm and trusting relationship with her. The childminder values the children as individuals and they respond warmly towards her as she joins in their play. She praises children as they explore activity centres and encourages them as they begin to say their first words. The childminder plans a generally suitable range of activities for the children, both in the home and wider community. She uses information from parents and her early observations to build on children's interests and abilities. However, the written observations do not clearly link to all of the areas of learning or show what the next steps in children's learning might be and this weakens the systems to maximise children's potential.

Children's health and safety is promoted well. They learn how to explore safely because the childminder promotes their independence, whilst supervising children closely. She involves children in routine fire evacuation practices and this helps raise their awareness of how to leave the property in an emergency. Children benefit from having access to fresh air and physical activity, which keeps them healthy. The childminder provides suitable toys and equipment to build upon their rapidly changing physical abilities. Children receive a nourishing diet that takes account of their individual dietary needs and feeding patterns. They clearly enjoy the meals prepared for them and benefit from opportunities to rest peacefully when they are tired.

Children learn about the wider community as they attend local groups with the childminder. She is finding out what is available in the local area and matching this to the children's interests and abilities. Young children have the opportunity for lots of exploratory play as they use battery operated activity toys. For example, children start to make purposeful movements in order to push buttons and pull levers that make a toy play music. Young children show concentration as they attempt to place rings on a stalk and are encouraged by the childminder's support. Babies are beginning to develop their communication skills as they vocalise and

imitate the childminder. These activities help children to develop the skills they need for the future.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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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