

Inspection report for early years provision

Unique reference number	EY393293
Inspection date	07/12/2009
Inspector	Sheena Gibson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2009. She lives with her partner and young child, aged four-years-old, in Pleasley, Mansfield, Nottinghamshire. The family have two dogs who live outdoors, tropical fish and one hamster. There are local facilities accessible by walking such as a park, schools and shops. Most of the house is used for the purpose of childminding with toilet facilities on the first floor. Children have access to part of the back garden which is fully enclosed and secure.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than five children under eight years of age. Currently there are three children on roll one of whom is in the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises that each child is unique and therefore she is able to ensure that their individual needs are effectively met. Systems implemented by the childminder are generally successful in supporting children's learning and so they make good progress in their development. Children remain safe and secure due to practical steps taken by the childminder and her understanding of safeguarding. Positive relationships with parents and in the wider context mean that children benefit from the information shared with the childminder in order to support their care and learning. Required records and documentation, along with some supporting documentation, are in place, which generally supports the outcomes for children. Effective evaluation and plans for future improvement support children's safety and well-being.

What steps need to be taken to improve provision further?

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

- complete records of risk assessments for all types of outings
- develop further systems for identifying children's next steps to ensure that they progress across all areas of learning
- review documentation to ensure that it effectively supports the safe and efficient management of the provision.

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded. The childminder is aware that all adults who are in the household, or who have unsupervised access to children, should be appropriately checked. She has a good understanding of how to protect children

from abuse and has developed policies and procedures that support her to do so effectively. There are detailed risk assessments recorded for the indoor and outdoor environment. The childminder has a sensible and practical approach to risk assessing outings and takes steps to ensure children's safety, although she has not recorded the risk assessment for all types of outings. The childminder has a positive aim for her provision. She has undertaken the required pre-registration courses and has an enthusiasm for improving her practice. She has asked parents for their views of her provision and has completed the Ofsted self-evaluation form, which helps her to identify the strengths and any weaknesses in her practice. She uses this effectively to make plans for continuous improvement in order support children's welfare and learning.

All legally required records and documentation are in place, including a range of policies and procedures such as safeguarding and a complaints procedure. However, some supporting documentation is not in place. For example, not all parental permission forms have been completed and some policies are not fully effective, which potentially impacts upon children's well-being. Partnerships with parents are good. Parents receive some useful information about the provision both verbally and in writing, including copies of the childminder's policies and procedures. Information, including the childminder's registration certificate, is displayed for parents to see. The childminder has developed partnerships in the wider context, such as the local nursery school teacher, to ensure a fully consistent experience for children.

The childminder ensures that the provision is inclusive and effectively promotes equality and diversity. She obtains relevant information about each child at the point of registration so that she knows the children well. This means that children are able to feel comfortable, secure and enjoy their time with the childminder. Children are all included in the play opportunities and the childminder promotes non-stereotypical activities. They access resources that depict positive images so that they enjoy learning about different people in the world. The effective deployment of resources means that all children are able to access the activities that are on offer.

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

Children make good progress in their learning because the childminder has a sound understanding about how to support their development. For example, a series of open questions help to extend children's vocabulary and thinking. The environment is warm and bright. The organisation of resources effectively promotes active learning as children confidently move around the room, making their own choices from a wide range of toys and activities which are age-appropriate and sufficiently challenging. The childminder knows the children very well and uses this knowledge successfully to ensure that children are interested and stimulated by the opportunities that she provides. She undertakes observations of the children and has introduced a recording system for these. However, this is still in development and currently the recordings are a little inconsistent. They do not clearly identify children's next steps for learning to

ensure consistent progress across all areas of learning. Even so, due to the childminder's knowledge of the children and how to support them, they make good progress.

Children are very confident and enjoy their time at the setting. It is clear that they thoroughly enjoy being with the childminder and are really keen to join in. Children's language skills are supported effectively. They sit chatting with the childminder about familiar things and they exchange a series of open questions. They are imaginative and excitedly play with the cars and mats. The refuse lorry is a favourite and this gives the childminder the opportunity to support children in learning about, for example, recycling. They also discuss number and practice problem solving when they need to work out why all of the toy 'men' do not fit into the lorry cab. Children are enthralled by the puppets and they talk with the childminder about, for example, how the puppet is feeling. They talk about 'sad' and 'happy' and what will make the puppet happy; because 'she' was feeling sad the response was to give her a cuddle. Children are fascinated by the dramatically read story. They became involved in the story, shouting out different words at the appropriate times and giggling at other parts, asking for the story to be read again. Children freely access musical instruments and make a good effort at banging out a rhythm on a drum, accompanied by the childminder on the guitar.

The childminder helps children to successfully develop their social skills. They understand that there are certain expectations of behaviour and are praised both for effort and achievements, which helps to give them confidence and build self-esteem. They write friendship tokens for each other, which encourages pride and cooperative behaviour. They are encouraged to contribute positively within their immediate surroundings, including simple things such as tidying up the toys. The childminder takes positive steps to minimise the risk of cross infection. Children have good hand washing facilities and children can clearly explain why it is important to wash their hands before eating and after they have been to the toilet. The toys and resources that children use are clean and in good order and a sickness policy encourages parents to keep poorly children at home. Information about children's progress is shared with parents and other people involved with their learning through spontaneous discussion and, for example, encouragement for parents to focus with their child on particular areas of development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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
--	-----