

Inspection report for early years provision

Unique reference number	EY392451
Inspection date	17/12/2009
Inspector	Esther Darling

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 2009. She lives with her husband and three children in the Wollaton area of Nottingham city. The home is within walking distance of a large park and shops. The family have one pet cat. The childminder may care for a maximum of five children under the age of eight years, of whom no more than three may be on the Early Years Register. The whole of the ground floor and enclosed rear garden are used for child minding. Toilet and hand washing facilities are located on the first floor. The property is accessed via a small step and through the porch. 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 satisfactory.

The childminder recognises uniqueness of each child and ensures that their individual care needs are met. Her understanding of the Early Years Foundation Stage adequately enables her to support children in a way that enables them to make satisfactory progress in their learning. Children's well-being is supported due to the childminder's implementation of relevant procedures in order to keep them safe in the home, whilst on outings or from abuse. Systems to promote children's good health and hygiene are followed routinely. Partnerships with parents and in the wider context are positive in benefiting children's welfare and slightly less so regarding their developmental progress. Emerging systems for evaluation and plans for future improvement are beginning to support the overall outcomes for children.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- ensure that systematic observations and assessments of each child's achievements, interests and learning styles, are matched to the expectations of the early learning goals
- ensure closer working with parents for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty and offering support for extending learning in the home
- develop a culture of reflective practice and self evaluation to identify your strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of issues relating to child protection to ensure that children are safeguarded. For example, she follows the required procedure for reporting any concerns and recognises the possible signs and indicators of abuse. She takes effective, practical steps in order to safeguard children such as ensuring that all adults who are in the household or who have unsupervised access to children are appropriately checked. There are written risk assessments that cover steps taken to keep children safe, for example, access to the kitchen is limited via the use of a stair gate. The childminder has thought about what to do in the event of a fire, and smoke alarms are fitted on both levels of the property. The childminder has begun to evaluate her practice, however, still relies somewhat on external agencies to identify strengths and weakness in order to bring about improvements to the delivery of the learning and development requirements of the Early Years Foundation Stage. Parents are consulted about the care of their children and some changes have been made because of this. The childminder has completed the first aid training and is awaiting the results of her introduction to childminding practice exam. She has identified one relevant training need for the future and has made the necessary arrangements for this.

The childminder shares information with parents at the time of placement in the form of the required records, and daily discussions enable them to find out what their child has done during the day. The childminder relies on informal methods of talking about children's development. This limits opportunities to promote children's learning to their full potential. Copies of all the childminder's policies and procedures are given to parents, including a suitable complaints policy. Partnerships in the wider context are sound and have helped to improve children's behaviour greatly. The childminder suitably promotes equality and diversity. Her setting is inclusive and she takes positive steps to help all children to be part of the provision. For example, she has some toys which reflect the wider society, with plans to improve the variety of these. Children benefit from the sense of self-worth fostered by engaging in activities that relate to their own home language. The childminder supports this most effectively as she speaks the same language as those who attend. The management and deployment of resources means that all children are able to access a basic range of toys and activities.

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

The childminder has a basic understanding of the Early Years Foundation stage and how children develop. She obtains useful information at the point of registration that enables her to support their welfare. She does not, however, have an effective system to gather information about children's abilities and skills to enable her to gauge their starting point and therefore suitably tailor activities to meet their next steps. Any observations that are undertaken are informal only and are loosely used to gauge what stage children are at, but are not yet fully informing methods to challenge children in order to maximise their learning. The

childminder has a sound understanding of the six areas of learning and includes these in some of the activities that are on offer. Therefore, children make satisfactory progress in their personal social and emotional development.

The environment is safe, tidy and welcoming, being set up to provide children with a suitably broad range of activities from which to make independent choices, promoting active learning. Some of the children's craft pictures are displayed on the wall. Important information for parents is displayed in a manner which makes it easy for them to understand about the childminder's insurance and conditions of registration. Children are content in the setting. They enjoy it when the childminder joins in with their play, supporting their home language with comments of support and encouragement. Activities are relevant to the ages of the children cared for, such as building and knocking down towers of small coloured bricks. Children learn to take turns and respect each other, and make progress in their independence and self-help skills, thus promoting confidence. Games where children act out a familiar story with puppets encourage their communication, language and literacy and creative development. Walks to the park to feed the ducks and collect leaves or look at insects allow for physical development and a burgeoning knowledge and understanding of the world.

Children are beginning to learn about adopting a healthy lifestyle. They take regular exercise, and are offered meals and snacks by the childminder that suitably support their well-being. These include fresh fruit and a variety of home-made soups. The childminder's home is clean and well maintained and children are cared for in a welcoming environment. Children behave well and are encouraged to share and play together nicely. Good support is offered to parents to help their children develop an understanding of the feelings of others and encourage good behaviour. They are able to feel safe through the warm relationship they have with the childminder, who is attentive and respectful of their individuality. Children are learning the importance of keeping themselves safe when crossing the road on outings.

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	3
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

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