

Inspection report for early years provision

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| Unique reference number | EY400865 |
| Inspection date | 28/04/2010 |
| Inspector | Judith Rayner |
| 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 was registered in 2009. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and young son in a mid terraced house in a village, near Retford, north Nottinghamshire. There are local amenities accessible by car such as a school, park and shop. Most of the house is used for childminding with toilet facilities on the first floor. There is one step up onto a decking area to access the front the of the house. There is an enclosed back garden for outdoor play.

The childminder is registered to care for no more than five children under eight years of age. There are three children on roll, of whom, all are in the early years age group. They attend various times and days throughout the week. 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.

Children are settled and happy as they explore and engage with a good range of toys and activities that support their learning and development. All children's individual needs are supported very well by the childminder. The written policies, procedures and records provide a secure and informative framework for how children's health, welfare and most safety needs are met. The childminder has established warm and positive links with parents and has sufficient links with others who are involved with the children. The childminder has a positive approach to improvement and is beginning to focus on areas for development.

What steps need to be taken to improve provision further?

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

- develop further the process for observing and recording children's development and progress ensuring these link effectively with planning and includes activities for individual children's next steps
- review the process for recording the risk assessments for using the back garden
- develop further the systems for sharing relevant information with other providers for children who attend more than one setting, to fully ensure their continuity and progression.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role and responsibilities regarding child protection. Should the childminder have any concerns regarding a

child in her care, there are clear procedures in place for her to follow. She shares this information with parents from the onset through her clearly written policy and supporting discussions. This ensures that children are effectively safeguarded. Daily visual risk assessments are undertaken for the house and front garden and these are also annually recorded. Children freely and safely move around the rooms because the childminder has implemented appropriate measures such as safety gates, door locks and fire guards to minimise risks to them. However, the written risk assessment for using the back garden does not clearly identify some potential hazards or of some items or areas that children may come in to contact with. The home is welcoming where children are able to independently access a good range of toys and resources supporting their all-round development. The good range of written records, policies and procedures provide a good framework to how children are cared for and supported in their learning and development. These are shared with parents ensuring there is a consistent approach to the practice delivered benefiting all children.

The childminder is positive in her approach to promoting an anti discriminatory home environment where she carefully considers the needs of individual children such as school runs, sleep and meal times. She ensures each child benefits effectively in their learning and development and welfare because she adapts activities to support their individual needs and interests. There is a good balance of resources and equipment that promote positive images of children, adults and diversity such as books, 'small world figures', music, food tasting and creative activities. The childminder has established warm and positive links with parents. From the onset she finds out as much as possible about the child to ensure the child will settle quickly in her care and their development progresses well. The links with other providers delivering the Early Years Foundation Stage does not fully support and consolidate children's learning. Discussions are held mainly regarding their welfare, health and safety needs. All required registration courses such as Paediatric First Aid and the 'Introduction to Childminding Practice' course have been completed. The childminder's recent self-evaluation demonstrates a good awareness of her current strengths and areas requiring further development with appropriate plans in place to begin to address these. She is keen in developing her knowledge and increasing her awareness of current issues through the sites and services provided by the local authority.

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

The childminder ensures children are happy and settled in her care because she finds out as much information as possible from the parents at the onset. This supports her in meeting the needs of the children. She provides a good range of activities, toys and resources to support children's all-round development which encourages them to explore and investigate whilst having fun. The childminder has implemented development files for each child in the early years age group. These are beginning to show what the children have played with and at what stage in their development they are individually at. However, the observations and assessments do not clearly identify the next steps in children's learning so their progress is not always fully promoted. Children are encouraged to initiate their

own play as well as the childminder providing some adult-led activities, for example, children chose to play with dough on the mat on the floor rather than on the table.

Children thoroughly enjoy exploring malleable materials such as dough. They squeeze, roll, squash and cut the dough into shapes. They use cutters to form characters, shapes and animals. They mould shapes such as stars and worms, describing what they are making, naming the shapes and colours as they develop their creative skills. The childminder extends children's learning through thought provoking questions about where worms live and what else lives in the garden to using new words to describe sizes and shapes of stars. Children's language skills are developing well. They openly talk about events from home such as the teddy they take to bed with them and where their baby doll sleeps at night. Children also have good opportunities to explore books. These are placed easily accessible on low-level shelving and offer interesting and interactive reading. For example, some books are musical, others are robust and chunky with various textures to touch. Children use numbers in every day tasks. They count the stairs going up to use the toilet to the number of beads on the childminder's necklace. They also explore number when reading books with the childminder counting how many animal characters are on the pages. Good activities such as the train track, building bricks and 'small world figures' support children in developing their imaginative skills. They cooperatively build a house whilst creating their bedroom. The childminder extends their learning further through effective questioning in how many floors, windows, rooms and their sizes and shapes. Children are responsive and good conversations are held between the childminder and the children. Children are keen to use the front garden for outdoor play. They use their large muscle skills to push and pull trikes and wheeled toys around on the grass. Children also spend time at the local park to use more challenging climbing apparatus and for running around in the fresh air.

Children learn about the importance of maintaining good health and hygiene practice because the childminder encourages them to regularly wash their hands after using the toilet and before eating. They recognise when they need the toilet and ask to go with support from the childminder. They understand to wait to climb the stairs with the childminder because this helps them keep safe. Children are also involved in emergency evacuation drills as they begin to learn what to do should they need to leave the house quickly. Children make independent choices as they select which fruit to eat for snack time, such as, grapes and banana. Menus suggest these are healthy and well-balanced whilst adhering to each child's individual dietary needs, likes and dislikes. They enjoy meal times sat up at the table in the high chair as they eat all their lunch of beans on toast followed by yogurt and a drink. Children regularly participate in local community events and resources such as the library, shops and the local authority resource centre. They spend time participating in local events to acknowledge Chinese New Year by, for example, dancing to Chinese music, food tasting and watching the Chinese dragon move around dancing. Children's awareness to others' similarities and differences are extended by, for example, exploring Chinese clothes, dressing and undressing dolls, making lanterns and giving red envelopes filled with gold chocolate coins. The childminder is calm and sensitive when dealing with unwanted behaviour. She also praises children on their achievements and builds on their self-esteem through

use of positive words and encouragement such as 'well done', smiling and clapping hands. Children are developing the skills they will need for future learning. They have access to a range of programmable toys such as remote control trains and robots, toy lap tops and participate in mark making activities with pens, paper and chalks.

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

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| 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

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| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 |

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Annex B: the Childcare Register

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| 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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