

## Inspection report for early years provision

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<b>Inspection date</b>	24/09/2010
<b>Inspector</b>	ISP Inspection
<b>Type of setting</b>	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 2010. She lives with her partner and school aged child in a residential area of Mansfield, Nottinghamshire. There are local schools, parks and shops within walking distance. Children use only the ground floor of the home and toilet facilities are provided on this level. There is also an enclosed garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time and currently has four children on roll, three of whom are in the early years age range. The childminder holds a recognised early years qualification and 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 provides a welcoming home environment, which helps children to quickly settle and feel secure. Her secure knowledge of child development and how children learn through play enables her to effectively support children's learning and development so that they make good progress whilst in her care. She works closely with parents to identify and support children's individual needs and is developing effective methods of sharing information with others who provide care and education for the children. Most aspects of children's welfare are promoted well, ensuring children's health and safety is given due regard. The childminder is in the early stages of using self-evaluation to reflect upon her practice, although, she has a clear commitment to ongoing improvement.

## **What steps need to be taken to improve provision further?**

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

- take further steps to prevent the spread of infection, with reference to the arrangements for drying children's hands
- ensure the fire prevention measures meet the recommendations of the fire officer, with respect to the number of smoke alarms fitted
- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good knowledge of the Early Years Foundation Stage, which has enabled her to effectively support children's care, learning and development.

She has a comprehensive set of policies and procedures that guide her practice and all of the required documentation is well maintained. Children's records are stored in individual folders, which ensures information remains confidential and yet is easily located when required. The childminder takes positive steps to promote children's safety. She has a clear understanding of her responsibility to safeguard children and has a clear procedure to follow in the event of having concerns about a child. She has completed a full risk assessment for the home, garden and the outings she undertakes and uses this to ensure the environment is safe and suitable for those children in her care. The childminder has given some thought to protecting children from the risk of fire. For example, she has a fire evacuation procedure that has been practised with the children and provides a fire blanket and extinguisher in the kitchen. However, the childminder cannot be assured that her arrangements are fully effective as she has not sought guidance from the fire officer and only has one smoke alarm fitted in the home.

The childminder organises her home effectively to provide suitable areas for children to play, eat and rest in comfort. As a result, the children can enjoy a variety of different activities in the home. The use of low storage units enables even the youngest children to make independent choices, and the childminder rotates the items available to meet their interests and challenge their thinking. The childminder maintains good standards of hygiene in the home and when working with the children. For example, hygienic nappy changing procedures are used. However, the use of a shared towel in the bathroom does not fully protect children from the risk of cross-infection. The childminder makes good use of the local library, both as an outing for the children and to supplement the books available to them. She takes the children to a number of community groups so that they benefit from the opportunity to socialise with others and makes good use of everyday experiences to enhance their learning. The childminder has a good knowledge of children's needs and works closely with parents and the other settings children attend, in order to provide continuity within children's care and learning. The use of daily diaries enables key information to be exchanged.

The childminder has completed all of the required registration training and holds a current first aid certificate. Additionally, she has a recognised early years qualification and has attended some short courses relating to aspects of childcare. She is keen to develop her practice further and shows an ability to reflect and improve aspects for herself. For example, she has changed the way she plans for the children to take more account of their needs and interests and this has resulted in learning becoming personalised for each child. However, she is in the early stages of using self-evaluation as an improvement tool.

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

Children are clearly happy and settled in the childminder's care. They show confidence as they move around freely choosing toys to play with and involving the childminder in their games. The childminder has a good understanding of the children's stages of development because she observes their play on a regular

basis and uses this information to record their achievements and plan for further learning. The records she maintains evidence the good progress being made by all children.

The childminder interacts very positively with the children and this is key to the good progress they make. For example, by using crayons herself she encourages a young child to begin mark making with wax crayons on a large sheet of paper. She introduces and uses numbers in practical situations such as at nappy changing times and encourages young children with their emerging language skills.

Young children explore texture within books and treasure baskets. They like to climb in and out of play boxes and push and spin coloured beads on an abacus, which all support their developing physical skills. They explore a range of battery-operated toys including a children's camera which they can use to take their own photos. Young children like to sit with the childminder and complete simple slot in puzzles. As they successfully fit each piece they are rewarded with her obvious pleasure and this builds their self-esteem. Children are learning to behave well in response to the childminder's clear expectations and reward systems. She works closely with parents to ensure a consistent approach is achieved and this helps children understand what is expected of them. The childminder is very aware of each child's needs and she ensures that when she plans activities they are all included.

Children clearly feel safe and secure in the care of the childminder. They snuggle up to her when they are tired and readily approach her for help or support. Through practising how to leave the home in an emergency and simple road safety as they are out and about, they begin to learn about protecting themselves. Children enjoy a good range of nutritious meals and snacks and are clearly familiar with eating a variety of fresh fruits and vegetables. The childminder provides a varied diet, which takes account of individual children's dietary needs. For example, young children enjoy a lunch that includes a choice of sandwiches accompanied by a small bowl of carrot, red pepper and cucumber slices with cubes of cheese. Children generally understand about the importance of washing their hands and signs in the bathroom act as further reminders. Daily routines include time out of doors and this is clearly a valued part of the children's day as they fetch their shoes to indicate when they want to go out.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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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