

## Inspection report for early years provision

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<b>Unique reference number</b>	EY409265
<b>Inspection date</b>	03/11/2010
<b>Inspector</b>	Jasmin Miles-Wilson
<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.

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## Description of the childminding

The childminder lives with her husband and their two young children in West Bridgford, Nottingham. Local amenities are within a short walking distance. The whole ground floor, including toilet facilities, is used for childminding purposes. There is an enclosed garden available. One step and a porch way lead to the front door where access to the premises is gained. The family have a pet dog.

The childminder is registered to care for four children at any one time on the Early Years Register and has two children on roll. She is also registered on both parts of the Childcare Register and is currently caring for two children on the compulsory part of the register and two children on the voluntary part of the register. The setting's usual opening hours are Monday to Friday from 7.45am until 6.15pm, however, working hours are flexible to suit demands.

The childminder is a member of the National Childminding Association and attends various toddler groups and activity sessions throughout the week.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy in the setting. The childminder recognises children's individuality; consequently, this enables them to enjoy their play. She appropriately supports them in their play and has sufficient knowledge of the Early Years Foundation Stage. Most risk assessments are completed to establish children's safety, both on and off the premises. Partnerships with parents are good, which enables children's needs to be suitably met. The childminder undertakes self-evaluation and plans for future improvement to support the overall outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- for each type of outing, carry out a full risk assessment and review this before embarking on each specific outing. (Safeguarding and promoting children's welfare) 17/11/2010

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

- use observations and assessments to plan relevant and motivating learning experiences for each child.

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

Children are cared for in a safe and secure environment. The childminder does a written assessment which identifies potential risks to children and reviews it on a regular basis. However, undertaking risk assessment for outings does not meet with the specific legal requirements. Children are safeguarded as the childminder has sufficient knowledge of her role and responsibility in carrying out the required procedure if she suspected abuse or neglect. The childminder has accessed additional training in providing safer food which helps her to provide a better service. Parents are kept well informed of what is happening within the setting and how their children are through a variety of ways, such as, telephone conversations, text messages, a communication diary and face-to-face talks with the childminder. Some of them have completed questionnaires giving positive comments regarding the good service they receive. The childminder has not yet had opportunities to work with other professionals or early years providers but it is looking at ways in which she could develop good working relations with them when an opportunity arises.

The premises are suitably organised in order to meet the needs of the children. The childminder knows when to sit back and let children enjoy their play or become involved and assist them in what they are doing. This is the first inspection since the childminder was registered and she has begun to implement a system of self-evaluation which has enabled her to identify areas for improvement, such as, building up her confidence in planning activities across the areas of learning. She has also identified areas of strength which include her relationship with the children and parents. Through her system of monitoring she is able to pinpoint improvements that will enhance the quality of children's learning and development. The childminder actively promotes equality and diversity and takes positive steps to ensure her service is inclusive as she treats children as individuals, respects their routines and organises resources so each child has equal access.

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

Children engage in a suitable balance of adult-led and child-initiated activities and generally receive an appropriate range of experiences across the areas of learning. Consequently, they enjoy their time at the setting and are making sufficient progress in their learning and development. Through ongoing observations and assessments children's next steps are identified, however, as yet this information is not being used effectively to plan activities which will further challenge their progress.

Interaction between the childminder and children is good and they engage her in their play. Children's relationship between themselves is generally good and they are able to familiarise themselves with who attends the group through the picture display of their faces, which adds to their sense of belonging. Their craft work is also displayed which promotes this sense too. The childminder uses simple signing

to promote inclusion, especially for the younger children. Physical activity is an integral feature of planning to ensure children are active both inside and outside the home, such as, daily use of the garden or trips to the local park. Children wander and manoeuvre around the environment, people and objects well and are safe in doing so.

Children's creativity is promoted as they engage in their own music festival, make their own Halloween outfits or take part in community music and dancing sessions. Young children are showing early writing skills as they help themselves to mark making equipment when they wish to draw pictures. Children are confident in communicating their personal needs, such as a drink. They are developing suitable language and their thinking skill is sufficiently promoted as the childminder asks open-ended questions. For example, 'what else does Old Macdonald have on his farm?' Children quickly think and then reply 'Moo', indicating a cow. A wide selection of books is enjoyed by children as they take them off the shelf and look at them, carefully turning the pages. Praise and encouragement gives children the vote of confidence to behave positively and learn to share resources with each other. Children develop a positive attitude to differences and similarities through a range of activities and resources that reflect positive images of their society and the wider world. They are acquiring skills for their future learning and development.

Children's health is sufficiently promoted throughout the day through regular routines, such as washing their hands before eating, which they willingly do and this raises their awareness of this practice. They enjoy eating nutritious food which they choose and learn the importance of eating healthy food and the impact it has on their bodies through discussions with the childminder.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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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