

Inspection report for early years provision

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Inspection date	02/02/2011
Inspector	Alison Putnar
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 1995. She lives with her husband in a bungalow in Bestwood village, Nottingham. Children have access to the large front room and a smaller back room, kitchen and bathroom facilities. There is a garden for outdoor play. The childminder is registered to care for six children under eight years old at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is one child on roll, who is within the early years age range and attends on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. Suitable ranges of play activities are provided that keep children interested and help them to make some progress. The childminder is beginning to observe children's achievements and is at the early stage of highlighting next steps for children to work towards. She communicates generally well with parents and other settings the children attend, gathering information to enable her to begin to cater for individual care and learning needs. The childminder has not yet completed a self-evaluation of her practice; as a result some of the paperwork required for childminding is not in place. This potentially impacts on children's safety.

What steps need to be taken to improve provision further?

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

- update information held about the children to include who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 02/03/2011
- maintain a record of risk assessments that identify aspects of the environment that need to be checked on a regular basis, including when and by whom they have been checked (Suitable premises, environment and equipment). 02/03/2011

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

- develop methods of self-evaluation to ensure legal requirements are met, to highlight strengths and identify and implement areas for improvement to further benefit the children
- develop an up-to-date understanding of safeguarding children issues including Local Safeguarding Children Board procedures
- extend systems to make observations and record assessments of children's

achievements, use the information gained to highlight next steps for children to work towards and provide play activities that enable them to progress towards these next steps in all six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a general understanding of procedures to safeguard children from harm and neglect. She is aware of her responsibility to refer any concerns she may have about children's welfare and has some relevant contact numbers to seek advice and support. The childminder conducts risk assessments for her home and outings to ensure children are kept safe. However, she has not maintained a record of these as required. She supervises children well to further reduce the likelihood of accidents. All household members are appropriately vetted ensuring their suitability to be around children.

The home and resources are well organised. A bright and attractive environment is created. Children have good amounts of space to play and relax using a range of comfortable domestic furnishings. Toys are arranged in low-level boxes and units to enable children to access them independently. The childminder has some resources which reflect our diverse society helping children to begin to explore similarities and differences in positive ways. The garden and enclosed side driveway are used to provide opportunities for outdoor play in warmer weather.

The childminder has developed some written policies which she shares with parents about aspects of her service. For example, a sick child policy is shared encouraging parents to keep children at home if they are ill, thus helping prevent the spread of illness. The childminder exchanges information with parents on a daily basis and completes most required records with them when they first attend. A suitable settling-in systems ensures the childminder forms close bonds with parents and children; as a result, she knows the minded children well. The childminder communicates well with other settings the children attend to provide continuity in children's care and learning. After discussion with the nursery staff the childminder provided activities to further support a child's writing skills.

The childminder has made some improvements since her last inspection; she now ensures that records of accidents and medication are maintained on the premises as required, improving aspects of safety for children. She has maintained an up-to-date first aid qualification. However, other recommendations raised previously continue to be points for development, such as, extending her knowledge of local safeguarding procedures and implementing more effective systems to assess and further support children's progress. As a self-evaluation has not been completed the childminder has overlooked some requirements for maintaining paperwork. She presents a positive attitude to addressing these issues through seeking advice and support from local childminding advisors, but, now needs to implement the improvements to have a positive outcome for the children.

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

Children enjoy their time playing and make satisfactory progress in learning during the activities they encounter. The childminder is at an early stage of observing children in play and is beginning to keep photographic and written evidence of aspects of their progress. She has begun to highlight some next steps for children to work towards, although these do not yet cover all six areas of learning, as a result children may not make as much progress as they are capable of. Children develop some skills for the future during their play. Their communication skills are supported as the childminder engages in play and conversations with them. Together they share books as a tool for future reading skills.

Trips to a local toddler group provide opportunities for children to develop social skills as they mix with other children of a similar age. Here they also access a good range of craft activities which encourage children to practise using single-handed tools, such as, crayons and glue sticks, developing control needed for future writing skills. In the childminder's home children practise and consolidate these skills as they freely access the crayons and scissors when making pictures. Children's imagination is appropriately supported as they play with small world toys, such as, the trains and dinosaurs. Young ones develop their mathematical skills as they count objects, talk about shape and describe colours when out walking with the childminder. They access a range of jigsaws that also support their mathematical knowledge, although provide little challenge for older ones.

Good relationships are evident between the childminder and children. As a result, children are confident and settled in the childminder's care, enabling them to explore the toys on offer and voice their needs. They develop secure personal skills and a sense of responsibility as they help to tidy away toys after playing. Time is taken to support children with personal independence skills, such as, putting on their own shoes. The accessible toilet supports children to manage their own personal needs, whilst the childminder reminds them of good hygiene practices ensuring they wash their hands thoroughly. Routines and discussions are used to help young children develop an awareness of keeping healthy and staying safe. Snacks and refreshments provided promote a balanced, healthy diet. Regular trips out enable children to benefit from the fresh air and exercise as they visit local green spaces and parks. Children also practise and extend physical skills as they visit indoor soft play centres. Children begin to learn about safe practices when crossing roads safely with the childminder. Indoors she helps children to consider safety through discussions, such as, the need to sit down when eating to prevent choking or to stay sitting when using the scissors to prevent accidents.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register). 02/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children). 02/03/2011