

Inspection report for early years provision

Unique reference number	254707
Inspection date	02/03/2011
Inspector	K.A. Bryan
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.

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 1994. She lives with her husband and adult son in a house in Clifton, in Nottingham. Minded children use the ground floor of the house and there is an enclosed rear garden for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently eight children on roll, of whom four are in the early years age range. The childminder also offers care to older children. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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.

The childminder carefully considers how children can learn from the activities and good quality resources she provides. Good systems are in place to monitor and assess the Early Years Foundation Stage and, generally, all children make good progress. The childminder has developed positive relationships with parents and with others involved in the care of the children. This ensures children's individual needs are met well. Children are cared for in a safe environment and all required policies and procedures are in place. Methods for reviewing the service the childminder provides are used effectively to identify areas for improvement. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for observing and assessing young children and use this information systematically to identify their achievements in all areas of learning and to plan for their next steps
- improve systems to work with other practitioners who are involved in children's care.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has good systems in place to identify and deal with any concerns. A policy clearly explains reporting procedures and this is shared with parents so they understand how their child will be safeguarded. Children play in a safe environment because the childminder has effective measures in place to minimise any hazards. For example, safety gates

make the kitchen inaccessible and socket covers prevent children from harm. Daily checks ensure children's safety is well maintained and this is supported by comprehensive risk assessments which cover the home, garden and trips. The childminder also helps children to be responsible for their own safety as she talks to them about road safety when they are out.

The childminder has fostered positive relationships with parents who are very happy about the childminder's care and the progress their children are making. However, systems to exchange information with others involved in the care of the children are just being developed. Parents regularly have the opportunity to see their children's learning journey and can be involved in their learning. For example, as they help children continue to look after flowers they have grown.

The childminder has in place effective systems to reflect on and evaluate her performance and this has allowed her to identify areas for development. This commitment to driving improvement is also supported by training and the childminder has recently completed a Level 3 qualification in childcare.

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

Children's health is well promoted because the childminder ensures they take part in routine hygiene procedures, such as washing their hands before eating. They enjoy snacks of fruit and home cooked meals, happily stating what their favourites are. The childminder provides a good range of practical activities, such as, baking, to help children understand about healthy options. This activity also provides them with opportunities to weigh, measure and observe changes which promotes their learning well.

Children are happy and content with the childminder and lots of conversation ensures they are skilful communicators. They are involved in the setting because the childminder takes care to listen to what they say and this increases their self-esteem well. The childminder has organised her home well to provide a range of resources for children which they are confident to use and are easily accessible. For example, children look at books for pleasure and involve the childminder in this as they point out objects to her and name them. They receive lots of praise for this activity which delights them and makes them feel valued.

The childminder has a good understanding of the Early Years Foundation Stage. This means children have a good balance of adult-led activities and activities they choose for themselves. Each child has a 'Learning Journey', which contains photos and observations which show that each area of learning has been covered. However, observations are not frequent enough to build on all the children's achievements and the next steps in their learning are not identified. This means children's progress may not be promoted as effectively as possible.

Children behave well because the childminder is a positive role model and promotes good manners. They respond well as the childminder reminds them to

share and clearly know what is expected of them. Children also receive lots of praise and badges which lets them know their good behaviour has been acknowledged.

The childminder promotes children's understanding of the natural world well and they grow vegetables which they also eat. They are also involved in recycling and have made a 'messy man' out of discarded household materials. This helps them to understand about sustaining the environment and promotes their imagination and small hand skills well. Children also enjoy outdoor play and use a good range of resources, such as, ride on toys, bikes and sand and water play. They also hunt for mini-beasts and explore their world as they turn over stones and rocks.

Children enjoy singing and have favourite songs which they join in with and supply animal noises to. They take care not to shout loudly in case they frighten a younger child and this effectively demonstrates they are concerned for the needs of others.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

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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