

Inspection report for early years provision

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Inspection date	04/03/2011
Inspector	Jennifer Getty
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 2001. She lives with her husband and daughter in Mansfield Woodhouse. The whole of the ground floor and bathroom upstairs in the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family has a pet guinea pig. The childminder drives or walks to the local schools and nurseries to take and collect children.

The childminder is registered to care for five children under the age of eight years, three of whom may be in the early years age group. There are currently eight children from one year four months to nine years on roll, six of whom are in the Early Years Foundation Stage. The provision is registered by Ofsted on the Early Years Register and 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 satisfactory.

Children are cared for in a warm, welcoming environment in which they play happily. They make good progress in their learning and development. The childminder generally has documentation in place to support their welfare needs, although some legal requirements are not fully met. Good links with parents ensure children's individual needs are recognised. The childminder has started to reflect on her practice and identify areas for development as well as her strengths, which enables her to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- demonstrate how a current paediatric first aid certificate will be obtained. (also applies to the compulsory and voluntary parts of the Childcare Register) (Safeguarding and promoting children's welfare) 25/03/2011

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

- develop systems to consistently monitor children's progress across all areas of learning
- ensure the risk assessment includes anything with which a child may come into contact and include outings
- obtain written parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children are safeguarded. She has a sound understanding of child protection issues and has written procedures to follow should she have any concerns. She conducts daily safety checks on the premises and has begun to develop a written risk assessment, although not all the hazards identified are included, such as, the small pebbles in the fireplace. The childminder considers safety whilst on outings, for example, when walking to school and supports children to learn how to keep themselves safe. These procedures have not yet been included in the written documentation. Other documentation to support children's health and safety are not in place for some children, such as, written permission to take children on outings and to seek emergency medical treatment or advice.

The stimulating environment is well resourced and organised so that children have easy access to toys in the designated children's playroom. This enables them to make independent choices about their play. The childminder has formed good relationships with parents and shares information about children's activities on a daily basis. The childminder provides recorded daily diaries where requested and discusses children's individual needs with parents. She listens to parents' views and uses information about children's home activities to plan for their time with her to enable continuity of care. She has systems in place to share information with other settings children attend, which means their welfare and learning needs are recognised and further developed. The childminder values children as individuals and supports their understanding of diversity in society through discussion and the available resources.

The childminder has made sound progress since the last inspection and has met the previous recommendations. She is reflecting on her practice to identify her strengths and areas for improvement, although these have not all been implemented yet and some requirements are not met. The childminder maintains her first aid knowledge through research and updates on the internet, however, the first aid certification is out of date. The childminder states that she is booked on a new course in the next few months. The childminder demonstrates a suitable capacity for continuous development and to improve outcomes for children.

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

Children receive an enjoyable learning experience with the childminder who is adept in asking open questions and offering a good level of support and challenge during play. Young children thoroughly enjoy their time at the setting, laughing and giggling with the childminder whilst they play hide and seek. They form good relationships with the childminder and enjoy playing games, whispering as they explain that they are going to hide the ball. The childminder has a good knowledge of how to support children and supports them in developing their critical thinking

and problem-solving skills. Children thoroughly enjoy rolling a ball around a track. They develop their physical development and hand-eye coordination as they have to move the track quickly to form another loop as the ball rolls round. They are encouraged to think about what they are doing and what will happen if they place the ball at the bottom of the track. Children form their own games and the childminder joins in, extending the play. For example, as children hide the ball in little pots the childminder effectively introduces discussion about colour and number, as young children say the ball is in the pot with the pink lid. The childminder ensures that children are making good progress as she plans for their next steps in learning, although these are not closely monitored to ensure this is consistent across the areas of learning.

Children learn to keep themselves healthy by following suitable hygiene routines and enjoying regular outdoor play. The childminder provides a range of healthy snacks and meals and children have access to drinks throughout the day. Children are encouraged to be independent whilst receiving support and guidance where required, developing their self-care skills. They are learning how to keep themselves safe through discussion and practising the emergency evacuation procedure. They receive lots of encouragement and praise which gives them self-confidence and enables them to learn the difference between right and wrong. Children talk about other children who attend even though they are not present, demonstrating that they form friendships as they chat about their favourite toys.

Children's problem-solving skills develop well as they join the pieces of jigsaws, considering where they best fit and what the picture will make at the end. The childminder ensures that toys and resources match their differing ages and stages in development. Young children use their imagination and create shapes from play dough, showing good skills as they roll it out and fill a mould with it. They are able to name a range of colours and talk about how things feel. The childminder's consistent support and acknowledgement of children's wishes results in their increasing confidence. They have a keen interest in books and are able to choose them from the library with the childminder. They delight in choosing a book for the childminder to read, laughing at the story and pictures and asking questions about what they see. The childminder's support and enthusiasm mean that children enjoy their time and develop good skills for the future.

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	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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
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	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:

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:

- take action as specified in the early years section of the report. (Welfare of the children being cared for) 25/03/2011
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.(also applies to the voluntary part of the Childcare Register) (Procedures for dealing with complaints) 25/03/2011

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 early years section of the report. (Welfare of the children being cared for) 25/03/2011
- take action as specified in the compulsory part of the Childcare Register section of the report. (Procedures for dealing with complaints) 25/03/2011