

Inspection report for early years provision

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Inspection date	10/03/2011
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 was registered in 1994. She lives with her husband and three adult children in Stapleford, Nottinghamshire. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight 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 are currently nine children on roll, of whom three are in the early years age range. The childminder walks to local schools to take and collect children. She attends various carer and toddler groups and is a member of the National Childminding Association. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a strong commitment to ensuring each child's needs are met. She communicates very well with parents, gathering all relevant information and provides a flexible service than caters for individual needs. Methods for monitoring and planning for children's learning are developing well. Children make good progress through the wide variety of interesting play opportunities provided. Children's safety is protected through secure practices. The childminder demonstrates a positive attitude and ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- highlight next steps for children's progress from each of the six areas of learning to help children reach their full potential and involve parents in this process
- develop systems to liaise with other settings children attend, as they move on in their education, to provide greater continuity in supporting individuals development.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well maintained in the setting. The childminder has a clear understanding of procedures for reporting child protection issues should the need arise. She has updated her knowledge in this area through accessing a training course. She has developed a range of written policies and procedures to guide her practice. These are shown to parents promoting a shared sense of responsibility in keeping children safe and healthy, also enabling parents to feel confident in the childminders' good practices. The childminder has a very sensible

attitude to promoting safety in the home. Equipment such as stair gates are used to further reduce the likelihood of accidents. Written risk assessments are completed for the home and outings to identify potential hazards and action is taken to address any issues. Children are supervised closely to ensure they remain safe and good practices are followed in relation to checking sleeping children. Household members are appropriately vetted ensuring their suitability to be around children.

The home is organised well to meet the needs of the children. A very welcoming, clean environment is provided where children can play, eat and relax in comfort. The childminder establishes supportive and trusting relationships with the children and their parents. This ensures that relevant information is shared openly, enabling her to cater for individual needs. Through good verbal and written methods of communication, information is shared about the children's day and their developmental progress. Documents provided from parents and children using the setting, evidence that they value the childminders' skills and are very happy with the care and support provided. Comments including 'the childminder has gone out of her way to find out helpful information to further support our child' show her level of commitment. Many beautiful thank you cards and pictures suggest the children enjoy their time with the childminder. The childminder completes written observation and assessment records which are progressing well. She is beginning to consider next steps for individual's learning to help children build on the skills they already have and is developing systems to ensure she supports each of the six areas of learning equally. The young children make good progress as they access a range of worthwhile play activities in the childminder's home, at local groups and during trips out in the local community.

The childminder demonstrates a positive attitude to maintaining a good service. She attends a variety of training courses to keep abreast of changes and enhance her skills in keeping children safe and supporting their development. She seeks and takes on board advice from relevant professionals including other registered childminders. The childminder values parents views as she asks for their feedback as a tool to ensure the setting continues to meet both parents and children's needs. The childminder highlights strengths and relevant areas for development when completing her self-evaluation. Consequently, she identified the need to work more closely with other settings such as local playgroups as children move on in their education. The childminder now needs to implement these ideas to benefit the children fully.

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

Children are confident and settled in the setting showing they feel safe and secure. A range of activities are set out for children in the playroom and children help themselves to those that interest them. They are also able to choose from other toys stored accessibly with the childminders support. Older children access toys independently and develop a sense of responsibility as they help to make play dough for the younger ones. The childminder plans and provides different activities to encourage children to explore new experiences. For example, she provides a

tray of 'corn flour gloop' to enable a young child to explore textures and the concept of making marks as a tool for future writing skills. Plastic cutlery is provided for the child to make marks as they are less keen to explore using their hands. The childminder knows the children well and adapts activities to meet individual needs.

The childminder has very good relationships with the children and engages in play with them to further enhance their learning, for example, supporting children's language skills through sharing a book and naming familiar animals. The child demonstrates a developing understanding when pointing to the animals named and repeating some words and noises they make. The childminder organises her routines well to enable children to have time to play actively at local groups or in the home. Daily opportunities for outdoor play, fresh air and exercise successfully support children's good health. Outdoor activities include trips to the park or to feed the ducks. These are also used to help children consider safe practices, such as crossing roads together and learning to use equipment such as the swings and slide safely. Time is provided in the home for rest and relaxation. Children can sleep peacefully in the front room or an upstairs room whilst others can continue to play actively in the playroom, meeting all needs. The effective organisation of the home means the childminder can supervise all children to maintain their safety, whilst sometimes letting them play independently, exploring and investigating at their own pace. Older ones can use the garden, while younger ones play indoors, all easily accessed through the open patio doors. Children develop knowledge of good hygiene routines, they are sensitively supported to wipe their noses and cover their mouth when coughing. The childminder follows very good hygiene routines washing her hands regularly to reduce the spread of germs. She works closely with parents to provide healthy balanced meals that suit individual needs and preferences.

A welcoming and stimulating environment is created where children can begin to explore issues of diversity through toys, books and activities in positive ways. All children take part in all activities effectively challenging perceived stereotypes. Children explore issues of the wider world through trips out in the community and during activities for a range of festivals and celebrations. These include many craft activities creating glittery pictures for Diwali, crackers at Christmas or cards for Mothers Day. The craft activities provide good opportunities for children to experiment using single handed tools such as glue spreaders and crayons to enhance their small physical skills needed for future writing. The young children are developing good personal, social and emotional skills. They learn to share and take turns, appropriate to their stage of development, when playing boxed games together. The childminder sensitively helps children to understand the consequence of their behaviour on others through discussion. She has consistent and suitable boundaries with the children to enable them to act safely and considerately towards each other. Children increase their confidence and extend their social skills as they mix with others of a similar age at the local childminder's group, here they also experience larger group care situations in preparation for pre-school or school.

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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