

Inspection report for early years provision

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Inspection date	15/03/2011
Inspector	Patricia Webb
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 has been registered since 2000. She lives with her husband and two teenage children in Sherwood, Nottingham. Her husband occasionally acts as her assistant. The whole of the ground floor of the home is used for childminding with toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of whom three may in the early years age range. There are currently nine children on roll, four of whom are in the early years age group. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds a Level 3 qualification in early years childcare and education and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their development and early learning supported by the enthusiastic and caring childminder. Policies and procedures are effective and inclusive to ensure children's welfare is promoted successfully. The childminder uses ongoing self-assessments to make positive improvements to her practice. She works positively with parents and carers to ensure individual needs are met and involve them in their child's progress.

What steps need to be taken to improve provision further?

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

- improve the risk assessments to ensure they cover everything a child may come into contact with including some activities, such as, cookery and the use of small resources
- extend the range of activities that help children gain awareness of the diversity of their world.

The effectiveness of leadership and management of the early years provision

The childminder has a firm knowledge and understanding of her role and responsibility in protecting children from abuse and neglect. She shares her duty of care with parents through the clear safeguarding policy and her commitment to acting in a child's best interests at all times should she have any concerns. All

adults in the household have undergone relevant procedures to ensure their suitability. Risk assessments are conducted both as a formal record and as daily visual checks to ensure children's safety. However, whilst the childminder is diligent in her supervision, the record does not include reference to some activities the children engage in, such as, considering the risk of raw egg in cookery activities.

Information about children's achievements is shared in a variety of ways with parents, including photographs and children's own simple books which they complete themselves freely. Parents prefer the informal approach and verbal discussions take place daily, exchanging effective levels of information so that their child's progress is addressed as a true partnership. Where children attend other settings, the childminder again has regular discussions with other staff regarding their behaviour, daily routines and levels of achievement. All children are welcomed into the home and the childminder has experience of caring for children with varying levels of additional needs. Children access a range of resources that promote positive images of diversity, although, the range of activities that help them gain some awareness of differences in society are limited.

The childminder is proactive in evaluating the quality of her practice and its impact on children's achievements. She is aware of updating the process when necessary, such as, reflecting when other adults in the household have been vetted. Through discussion she explains how she plans flexibly to continually develop experiences for the children, identifying key strengths in her approach to working in partnerships with parents and her calm but enthusiastic support for children in learning how to behave and gain good habits. She is also self-critical in the process and has identified the need to expand activities promoting child's awareness of diversity. She has also gained a professional qualification since her last inspection demonstrating a clear commitment to ongoing improvement and personal development.

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

Children are very much at home in the care of the childminder. They seek her out for support and invite her to join in their games, confident in the response she offers. She maintains records of children's achievements and developmental milestones sharing these with parents as together they discuss next steps for each child. Photographs accompany many of the observations and capture succinctly some aspects of children's development, such as, a child's concentration and determination in completing a task or activity.

Children are very settled and secure in her care, confident in her response to their requests for support and interaction. They also enjoy the relationships they form with other family members, delighting in the gentle banter from the assistant and the childminder's children. Giggles and lots of laughter ensue as a child relishes the singing activity with the childminder. Together they sing and act out the song 'row, row, row your boat' as the childminder builds up the anticipation at the end phrase

of 'don't forget to scream!' The child asks for the action song again, obviously enjoying the one to one attention and interaction. Similarly, books and favourite stores are requested again and again as the child joins in with familiar phrases and points out to the childminder that she has missed a page.

Using her understanding of how children learn, the childminder skilfully encourages critical thinking as a child plays a board game using dice. As well as increasing the child's recognition of numbers, she asks the child to consider the numbers on the side of the dice and consider how shaking the dice makes the numbers change. Children delight in exploring their environment as they visit various venues in the local area and travel further afield to discover historical sites. During a recent visit to a nearby abbey, children explored the qualities and movement of a waterfall, clambering behind the water in the accessible site having followed the proper path and taken care of their own safety. Further delight is evident in photographs of some of the regular visits to the wet meadow nearby. They plod and tramp through the mud, making marks using twigs and comparing the different marks their various Wellington boots make in the mud.

Children's health and well-being are effectively promoted. They follow well-honed routines for personal care, knowing that hand washing is important in keeping germs at bay. A young child recalls the cookery activity, remembering that hands had to be washed before, during and after the task was completed. They benefit from a healthy and nutritious diet that is provided by the childminder following discussions with parents regarding specific dietary requirements and preferences. They enjoy the social time that eating meals affords, sitting together round the dinner table and chatting animatedly about their day. Good manners are demonstrated by the children who take notice of the positive role models provided by the childminder and her family. They understand the consequences of their behaviour on themselves and on others supported sensitively by the childminder in coping with their emotions and strong feelings.

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

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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

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

Met