

Inspection report for early years provision

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| Unique reference number | 260239 |
| Inspection date | 17/10/2011 |
| Inspector | Janice Walker |
| 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 their four children aged under one year, and four, 11 and 13 years. The family live in Sutton-in-Ashfield, Nottinghamshire. The whole of the ground floor is used for childminding, with bathroom and sleeping facilities within this area. There is a fully enclosed garden for outside play. The family have a pet dog who is a cross Labrador/Springer Spaniel.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She may care for a maximum of four children aged under eight years at any one time, two of whom may be in the early years age range. Currently, there are two children on roll, both of whom are in the early years range. She provides care during school term times only. The childminder has a vehicle available for her use. She is a member of the National Childminding Association and holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and stimulating environment for children. Through her positive relationships with parents and others involved in children's care, she effectively identifies and provides for their individual needs. She has a generally clear understanding of her responsibilities which help to ensure that children are safe and their welfare promoted. Children engage in a broad and interesting range of activities, both within the home and in the wider environment. As a result, they make good progress in their learning and development. The childminder is continually seeking ways of improving her provision and, consequently, the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the systems for establishing clear starting points for children's learning and link observations more closely to the six areas of learning in order to more effectively monitor children's progress towards the early learning goals and identify any gaps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in this setting. Good security measures are in place and risk assessments are well used to identify and minimise potential hazards. Effective use of safety equipment means that children can safely explore in their identified play areas. The childminder has a clear understanding of her

responsibilities regarding child protection, with relevant contact numbers readily to hand if needed. Robust procedures mean that all adults on the premises remain suitable to be in contact with children. The childminder is well organised. She plans daily routines around the needs of individual children so that nursery runs are on time and children are able to eat and sleep in line with their home routines. However, the childminder is caring for more children aged under one year than her conditions of registration allow. The childminder gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action.

The home is welcoming and inviting to all, with ample space for children to explore the good range of toys and equipment and facilities for them to eat and rest in comfort. All required documentation is in place and well used to underpin practice and to share relevant information with parents. The childminder has established positive relationships with parents who speak highly of the care their children receive. They comment favourably about how well they settle and the wide range of activities they participate in. The childminder has been proactive in establishing effective links with other providers where the care of children is shared in order to ensure consistency for the children in her care. She has responded positively to recommendations from her last inspection and now has current first aid training. Since the last inspection she has worked hard to increase her skills and knowledge and now holds a recognised childcare qualification. She keeps abreast of current issues through her regular attendance at training events, use of information from childcare organisations and through the strong links she has with other local childcare providers. She makes effective use of information gathered to support the continual improvement of her service.

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

The childminder makes some useful observations of children's preferences and what they can do and develops a good awareness of their abilities. She regularly shares information with parents, both verbally and through the day book so they are kept fully informed of their children's progress. She makes good use of information gained, along with her sound knowledge of the Early Years Foundation Stage, to provide a wide range of interesting activities and experiences which support their all-round progress. However, information gained from parents at the outset does not extend to include their learning and development, so clear starting points for learning are not clearly established. Also, systems monitoring children's achievements are not yet fully secure in ensuring that they are making progress towards each of the early learning goals or identifying any gaps in their learning.

Children are happy and settled in the childminder's care and have warm, close relationships with her. Pre-school-aged children engage with her in animated conversation and babies share smiles as they explore their toys and snuggle closely for bottles and when tired. She creates a friendly and homely environment where children confidently state their needs and wishes and enjoy jokes and fun exchanges with adults. She actively encourages them to develop good problem-solving skills. For example, a child is attempts to a complex jigsaw puzzle. The childminder supports this well, offering helpful strategies and verbal

encouragement, but allowing the child the time and space to experiment and find out herself where each piece fits. Babies happily explore a good selection of toys and activities, which include a range of sensory experiences, such as paint, sand and water play. Regular attendance at local groups support children's developing social skills and help them develop a good awareness of their local community. The wide selection of toys and resources reflect the wider community and help to raise children's understanding of the world in which they live and planned activities such as story sessions and craft activities linked to festivals support this well.

Good standards of cleanliness within the home, along with effective hygiene routines, such as those related to nappy-changing and hand-washing, help to minimise the risk of spread of infection. Through daily routines, children learn good personal hygiene practices and implement these well. The childminder actively promotes healthy living through the provision of healthy, home-cooked meals. All children enjoy regular physical activity during outdoor play in the garden, along with visits to the local park which support this well. Children remain safe due to the childminder's good levels of supervision. They develop an understanding of possible dangers and how to stay safe through routines, such as practising the emergency evacuation procedures and discussions about the reasons for wearing safety wristbands whilst on outings. The childminder effectively manages the behaviour of young children through skilful distraction, diverting them away from unwanted actions by introducing them to a different toy or activity. Older children behave well. They are polite and well mannered and are beginning to take responsibility for caring for their toys and play materials, handling toys with care and carefully tidying them away when they have finished with them. Through the childminder's ongoing support and encouragement, they are learning to share and take turns. They play well independently, actively exploring their play materials and developing well the skills they need for future learning.

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

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| 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

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| 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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| 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

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| 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

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| 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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