

Inspection report for early years provision

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Inspection date	02/04/2012
Inspector	Tina Garner
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 registered in 2011. She lives on a residential road in the Bestwood area of Nottingham with her partner and three year old son. Their home is within walking distance of the local park, shops and schools. Minded children use the ground floor of the house, with access to toilet and hand washing facilities and a bedroom on the first floor. There is an enclosed rear garden which is available for outdoor play. The premises are accessible by a level driveway.

The childminder is registered to care for five children under eight years old at any one time and is currently providing care for two early years children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises children's individuality and has a good understanding of their needs and interests. She has developed positive relationships with parents and carers, offering them information about her setting, being flexible and showing an interest in their home lives. Children are making good progress in their overall learning. The childminder takes steps to promote children's health and welfare through daily routines, minimising risks and through good safeguarding awareness. The childminder has a positive attitude towards continued development and ensuring that the overall quality, care and outcomes for children improve

What steps need to be taken to improve provision further?

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

- enhance the system of assessing and recording children's progress, clearly prioritising next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential
- encourage further the parental contributions to their children's Learning Journeys to support in assessing children's starting points and their on going development
- enhance the systems for self-evaluation to further identify strengths and weakness and implement plans which bring about further improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's safety and security is successfully assured. The childminder is aware of her responsibilities towards safeguarding procedures and has effective systems in place to ensure that children are protected from harm and neglect. Children remain under her close supervision at all times and are not left alone with adults who have not been through a vetting procedure. Children's good health is effectively promoted due to the following of sound procedures. All of the necessary medical consents and records required for the safe and efficient management of the setting are accurately maintained which ensures children's good health and well-being is promoted. Children learn how to keep themselves safe in the event of an emergency, through clear fire evacuation procedures and through following safe practices when out walking. Regular risk assessments are carried out within the home and garden, along with a comprehensive assessment of risk for all outings which children go on. The childminder has a comprehensive range of personalised policies and procedures that underpin her daily practice and these are added to and amended regularly. Although the childminder has begun to identify areas for further development there is not yet a robust enough system for self-evaluation in place to fully support and ensure continuous improvement.

Positive relationships are built with parents which ensures they receive daily information about their child's activities and care routines. Photographs, discussions and records of children's development keep parents informed about their child's general achievements. The childminder provides parents with comprehensive information at the start of any arrangement and gathers detailed information about children's care needs so that these are met to a high standard. However, opportunities for parents to share what they know about their own child's development and starting points are less well established. The childminder has good procedures in place to work with others who are involved in the care of the children promoting consistency of care and supporting children's well-being.

Children are introduced to the differences in society through activities, topics, books and sensitive discussion. They are taught to respect themselves and others, thus promoting good self-esteem. Toys and resources are effectively organised so children can help themselves, which ensures they are challenged and their interest is stimulated.

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

The balance of adult-led and child-initiated play helps children to be active learners. Many sensory and practical activities are offered every day and children clearly love to experiment with a wide range of substances and materials. For example, children are eager to draw pictures; they enjoy gluing and sticking and creating greetings cards for Mother's day and Easter. The childminder sits at the children's level and provides encouragement and praise as she allows the children

the freedom to explore. They feel safe and secure in the childminder's care. This is evident through their continual smiles and chatter as they play and they respond very positively to the childminder's kind, caring and calm manner. Children are generally making good progress with their learning. The childminder is beginning to monitor the development of children within the Early Years Foundation Stage which helps to assess progress towards the early learning goals. However, links between the observations and planning are not yet fully secure.

Children's independence and confidence is effectively promoted as the childminder encourages them to do things for themselves. They competently feed themselves and are beginning to manage personal care tasks. They develop their early literacy skills because the childminder ensures they have lots of good quality experiences. For example, children have access to a wide range of books and enjoy sitting with the childminder to listen to familiar, well loved stories. The childminder develops children's learning by introducing mathematical concepts, such as, counting and number recognition in their play. They develop an understanding of size, colour and speed as they look at and compare different animals.

Children are beginning to learn about safety and adopting a healthy lifestyle through the repetition of routines such as knowing their hands must be washed after using the toilet. The childminder is a good role model; she helps children to develop an understanding of right and wrong and generally how to behave well through having a consistent approach to managing unwanted behaviour. Overall, the wide range of stimulating play opportunities provided for the children enable them to develop skills for their future social and economic well-being.

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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