

Inspection report for early years provision

Unique reference number	EY428054
Inspection date	02/05/2012
Inspector	Bernadette Cooley
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 September 2011. She lives with her partner, daughter aged 12 years and son aged two years in a town near Mansfield in Nottinghamshire. The whole of the ground floor, along with the main bedroom on the first floor, is used for childminding and there is an enclosed area for outside play. The family have two guinea pigs as pets.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, of whom two may be in the early years age range. There are currently two children on roll, both are in the early years age range. 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 good.

Children's welfare and learning are well-promoted in this warm, homely setting. This newly registered childminder has a strong understanding of individual needs and ensures that all children are valued. Play materials and resources provided promote the areas of learning, although some resources are still being developed. Children are well cared for in a secure environment where their safety is given high priority. Consequently, children make good progress in their learning and development, although systems for planning and tracking progress against the early learning goals are not yet fully in place. The childminder is reflective and demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for planning and match observations to the expectations of the early learning goals to track children's progress
- continue to develop the range of age-appropriate books to show the diverse world.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well-protected in the setting. This is because the newly registered childminder has completed relevant training to make sure she has up-to-date child protection knowledge. She has good safeguarding procedures in place to follow should she have concerns about a child in her care. Children play in a safe environment because the childminder effectively minimises potential hazards

by conducting regular risk assessments within the home and while out in the local community. Comprehensive written records are kept of these risk assessments, enabling the childminder to review and evaluate them successfully. All adults in the setting are suitably vetted and the childminder supervises children closely at all times. This means children are well-protected whilst playing safely in the home environment.

An inclusive environment is provided for children. They are well-supported as the childminder is well aware of individual children's needs. She views every child as a unique individual. She gets to know them well in order to be able to identify any potential difficulties or areas requiring additional support so that their all-round development can be promoted. Children access resources which are clean, safe and age-appropriate. The childminder interacts very effectively with the children in her care to take their learning forward. She is an active listener and observes the children well, responding positively to their emerging vocalisations which encourages them and fosters their growing communication. She supplements her provision by attending local groups and going on outings into the local community. This means children socialise with others and develop an understanding of the world around them.

The childminder reflects upon her practice as she recognises that continuous improvement is beneficial to the children in her care. She is keen to provide a high quality service and has completed a detailed self-evaluation form to enable her to identify areas for development and target improvements. She obtains regular feedback from parents about her provision. Parental comments indicate they are extremely happy with the service the childminder provides, and that their children make good progress.

Children receive consistent care because the childminder has established effective relationships with parents. They are kept well informed about their child's day through daily verbal communication. Policies and procedures are shared with parents. This ensures that parents are fully aware of the service the childminder provides for them and their child, and her responsibilities towards the children. The childminder has developed wider partnerships with other childminders. Information and knowledge of early years practice is shared in order to achieve the best possible outcomes for children.

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

Children benefit from a very well-organised, safe and secure home environment where they can play and relax. They evidently feel secure and comfortable in their environment and have formed strong bonds with the childminder. They approach her for reassurance and cuddles, showing that they feel happy and safe. This fosters children's emotional well-being and impacts positively on their good progress in learning and development. Children's learning is extended by providing stimulating and exciting toys and activities, which are based on their individual needs and interests. She is adaptive and very responsive to children's needs. For

example, she notices that children enjoy tapping things together to make sounds, so she responds and provides a tray of instruments and sound-making equipment for them to explore. This observant approach and close interaction helps to ensure they make good progress overall. The newly registered childminder is developing her knowledge and understanding of the Early Years Foundation Stage framework. She has made a good start in developing systems for planning and regular observations. However, observations are not yet matched to the expectations of the early learning goals. This means children's progress across all the areas of learning is not yet clearly tracked.

The childminder provides attractive, age-appropriate resources for young children to explore and her warm, calm interaction helps develop their confidence. Skills for the future and positive attitudes to learning are developed well through the range of activities the childminder provides. She counts with them as they play with cars and children laugh with delight as she plays '1,2,3....go!'. Children develop mark-making skills through creative activities, such as, finger painting or using giant chalks. The childminder models the play and joins in with them to support and encourage. She responds positively to their vocalisations, modelling language and commenting enthusiastically on what they are doing. Eye contact and an animated tone of voice is used to good effect to encourage communication skills. She supports their physical development by providing lots of opportunities to practise their emerging walking skills using push along toys. Children access a range of programmable resources and push button toys, such as interactive cars and vehicles, to support their early skills relating to information and communication technology. Age-appropriate books are available; however, the childminder has already identified the need to extend this range to include books which show the diverse world.

Children's individual dietary needs are well known by the childminder. She provides a range of healthy snacks and meals and parents comment positively on how her positive approach has encouraged their children to try different foods. Suitable drinks are available at all times. She provides good opportunities for rest and sleep as part of the daily routine. Children have good opportunities for fresh air and exercise as they play outside or go out for walks to local parks or different local groups. As a result, children are learning about adopting healthy lifestyles through the childminder's effective support.

Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem. She follows her behaviour management policy by encouraging the children to use good manners, share and take turns as they play. This positive support in a homely setting means that children gain good attitudes to learning and understand what is expected of them. As a result, outcomes for children are good.

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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