

Inspection report for early years provision

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Inspection date	10/05/2012
Inspector	Janice Hughes
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 registered in 2011. She lives with her six year old twins in the Hucknall area of Nottinghamshire. There are shops and schools within walking distance. The whole of the ground floor of the childminder's home is used for childminding purposes. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years old at any one time; of whom three may be in the early years age range. She is currently minding four children, of whom three are in the early years age range.

The childminder has a recognised childcare qualification and is a member of the National Childminding Association. She attends local toddler groups. The family has two pet gerbils.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, homely and inclusive environment is provided in which all children make good progress towards the early learning goals. Policies and procedures are in place and reflect a safe and healthy practice in the home. The childminder works highly effectively with parents to ensure all children are included and they are provided with a continuous learning experience. Sound relationships have been formed with other professionals to provide continuity of care for the children. The childminder is fully committed to reflecting upon her practice and has an understanding of how to use self-evaluation to show her continuous improvement.

What steps need to be taken to improve provision further?

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

- review the existing hand drying and snack procedures to prevent the spread of infection and improve children's personal and hygiene care
- develop the existing relationships with other practitioners to provide effective procedures to ensure continuity and coherence of learning for children who attend more than one setting, paying attention to transition times.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities to refer any concerns she may have about children's welfare. Detailed systems are in place to promote children's safety, for example daily checks ensure that all areas

of the home are safe for use. A comprehensive risk assessment is also in place and this includes activities the children participate in and outings. This ensures the children's safety is well maintained at all times. Regular fire drills are practised so that children learn how to keep themselves safe in an emergency.

Good use is made of space in the home to provide a wide range of different activities and experiences. Children access resources easily and all toys and equipment are developmentally appropriate. Children's learning is well supported as effective interacting in a natural and sensitive way by the childminder results in children exploring play and learning activities available to them. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children and their families. The childminder has a positive attitude to self-reflection and continuously monitors her provision. She has completed the Ofsted self-evaluation form and development plans to help her think about ways in which to improve her service to children. She is fully committed to improving her own knowledge and expertise by attending courses, which include first aid and safeguarding. The childminder is clearly committed to improving outcomes for children. She keeps herself up-to-date with current good childcare practice through making effective use of support offered by the local authority, reading childcare information and meeting with other childminders regularly.

Sound links have recently been made with other providers used by the minded children; however, this is in the early stages of development. As a result, the impact on the outcomes for children is limited in providing continuity of care. She takes and collects children from the local school and pre-school and ensures that relevant information is relayed back to parents. Partnerships with parents are highly motivated, as the childminder values their contributions and keeps them very well informed about all aspects of their child's development and achievements. Parents receive good information at the onset of a placement and during introductory visits. The childminder uses both discussion with parents and observations to help her assess a child's starting points. She shares information with parents on a daily basis, both verbally and in children's daily diaries. Children's learning journeys are shared with parents and these include children's work, photographs, observations and parents' comments. Relevant information for parents is passed to them to provide a rich two-way partnership.

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

Children enjoy themselves and are happy in the environment; they are making good progress towards the early learning goals. They play confidently and have plenty of opportunities to develop their communication and social skills. Thorough maintenance and very good organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners. For example, the children make cups of tea and feed the 'baby' while playing in the pretend kitchen and suddenly become pirates and sail off on their boats to 'sea'. These activities help the children to use their imagination well and be active, creative learners. The childminder undertakes regular observations of children's achievements and interests. This information provides a record of children's

achievements and the childminder uses the observations to identify children's next steps well. The observations link effectively into the planning and, as a result, children are fully challenged to meet their maximum potential in their development and learning.

Children are supported to develop their self-care skills and are developing good hygiene skills, for example, washing their hands after using the toilet and before meals and snacks. The procedures for hand drying and snack times are not fully effective in preventing the spread of infection. The childminder works closely with parents to accommodate children's individual dietary needs, providing healthy snacks and meals that the children enjoy and also providing water throughout the day to ensure children are well hydrated. Children benefit from the fresh air, exercise and opportunities to develop physical skills provided through regular outdoor activities. For example, the children have regular trips to the local park and use the garden daily. During activities and routines, children's learning about safe practices is significantly enhanced. For example, the childminder provides a broad range of opportunities for children to learn about safety, as she talks to them about using scissors correctly and road safety when walking in the community. Children's awareness of people's differences is promoted as they are able to access resources that reflect cultural diversity and disability. Children are well behaved; they have good manners and respond positively to the childminder's boundaries. She knows the children well and ensures methods used for behaviour management are appropriate to each child's age and understanding. Children are happy to help with tidying up and through the positive role modelling provided by the childminder, younger children are learning to take turns and share. Lots of praise is used to help good self-esteem and to understand when they have done well.

The childminder is successful in enabling children to develop skills that will support them in the future. Children develop early language to communicate with the childminder and each other, and to solve problems as these arise in their play. Children begin to explore their creative skills and practise with tools to support future writing skills when taking part in the painting activities. For example, they create pictures as they swirl the paint around, making patterns using tools and their fingers. During these activities the childminder also fosters children's interest in number and colour and encourages investigation. This aids children to think critically and be active, creative learners. Books are readily accessible to children and they are keen to select their favourite stories for shared reading. Children confidently turn pages as they point to pictures and vocalise different sounds, words and numbers. This helps children to understand that reading is fun and purposeful. Children practise early mathematical skills, such as counting during everyday play activities. She reinforces these skills as she promotes the use of computer games and activities for children. Pop up, press-button and battery operated toys all help the children to gain skills effectively for the future, as they learn problem solving, numeracy and reasoning skills.

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	3
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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