

Inspection report for early years provision

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Inspection date	08/08/2012
Inspector	Lisa Taylor
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 2012. She lives in Retford, Nottinghamshire. The whole of the house is used for childminding, with a designated playroom and sleeping facilities located on the first floor. There is an enclosed, secure garden for outside play. The premises are accessible and the childminder has two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time during the day and for two children when providing overnight care. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and she 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 very happy and settled within the supportive and nurturing environment the childminder provides for them. The childminder has a good knowledge of children's individual needs and plans a wide range of activities and experiences for them, which ensures they have daily opportunities to progress in most aspects of their learning. Highly effective arrangements exist to ensure children's safety, health and well-being. Partnerships with parents are very strong which ensures children's needs are met and they are valued highly. The childminder is enthusiastic and committed to continually improving outcomes for the children and regularly evaluates her own practice in order to provide the best possible service.

What steps need to be taken to improve provision further?

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

- develop further opportunities in the outdoor area so that children can access all six areas of learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and very well protected in the setting because the childminder is knowledgeable about local safeguarding policies and has effective procedures in place to manage concerns. She ensures children are involved with safety procedures and reminds them of stranger danger when necessary. Visitors enter the property safely and sign the visitor book. The childminder supervises the children at all times, whilst giving them freedom to explore their nearby surroundings.

The childminder makes effective use of current risk assessments to ensure the

areas used by children are safe and risks during outings are fully considered. This means that children are able to move safely and freely around the home and participate fully in outings and visits. The furniture is well organised so that babies and young children are fully mobile and can make use of all available space.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. The environment is well organised and resources are appropriately accessible to children of all ages. This allows children to develop independence and confidence in and around the home and make good progress in all areas of their development.

The childminder is very aware of her strengths and weaknesses and continually strives to improve her service. She knows how to set and achieve manageable targets and has a clear vision for the future. This means that the children who attend are offered high quality care and experiences from a carer who genuinely wants the very best for them.

The childminder has developed excellent working relationships with parents and carers. She shares detailed information with each parent regarding their child's day and uses the information to track development. Parents are fully involved with their child's progress and work with the childminder to meet each child's needs. This means that parents play an active role in their children's development as they make progress towards the early learning goals. Effective relationships with other provisions/professionals involved with the children are developing well and contribute to supporting children's welfare and learning.

The childminder provides activities to ensure that all children have equal opportunities and their beliefs and customs are valued. The childminder's policies reflect her balanced and fair approach which means children are individually considered and catered for.

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

Children feel extremely safe and secure in the care of the childminder because she ensures their safety is paramount at all times. She allows them to take suitable risks so that they develop confidence in their own abilities. The childminder provides children with age-appropriate tools and equipment which they handle independently as they manipulate clay and other media into models.

The childminder promotes excellent attitudes to healthy eating and lifestyles. Children recycle the household waste enthusiastically and enjoy growing and eating their own produce, including tomatoes, chives, radishes and strawberries. They exercise daily in the child-friendly garden area and take part in many outings to farms, parks, fayres, playgroups and the local church. These experiences help to broaden the children's cultural development and give them a sense of belonging to their local community. Children manage their own hygiene well, aided by visual prompts, which gently remind children to wash hands which further promotes independence. Kitchen and bathroom areas are kept very clean and food is healthy

and varied.

Children are achieving well and making good progress towards the early learning goals, in relation to their starting points. This is because the childminder takes time to observe the children and record their achievements and milestones. This information is used effectively to identify next steps in children's learning which the childminder plans relevant activities around. The childminder provides many opportunities to read books and stories and the environment is rich in stimulating print. Resources are labelled which helps children to understand that print carries meaning. The childminder provides a range of mark making equipment and children learn about letters and numbers using computerised toys. Children count items in the supermarket to reinforce number sequencing and the childminder grasps opportunities in everyday situations at home to build on basic skills. However, the indoor environment is not fully mirrored outdoors which means that opportunities for children to develop all six areas of learning in the outdoor area are limited.

The childminder promotes a positive approach to life and learning which is reflected in the children's attitudes and behaviour. There are clear boundaries and house rules in place which the childminder calmly and consistently implements. She encourages respectful behaviour so that children learn to value the differences between each other and celebrate diversity.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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