

Inspection report for early years provision

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Inspection date	16/08/2012
Inspector	Yvonne Layton
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 2012 and she lives with her husband and child aged 16 months in Worksop, Nottinghamshire. The whole of the ground floor, including a dedicated playroom, are used for childminding. There is an enclosed lawned area in the front garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder holds an appropriate early years qualification at level 3 and is a member of the National Childminder Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time with the childminder. They make good progress in their learning and development and, overall, their welfare is strongly supported. The childminder has a good understanding of equality of opportunity, inclusive practice is carefully promoted and children's needs are met well. Links with parents and liaison with other settings is effective. Reflection of practice to maintain continuous improvement helps the childminder highlight areas for development.

What steps need to be taken to improve provision further?

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

- take essential records on outings.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has a strong understanding of safeguarding procedures supported by an effective policy. The premises are secure at all times and the childminder is clear about her roles and responsibilities. Visual daily checks, detailed weekly checks and risk assessments are carried out to minimise any hazards and provide a safe environment. All required documentation is in place and maintained well to support the smooth running of the setting and ensure children's well-being. Children are protected as the childminder has clear

safety routines for outings. However, she does not take all of the essential records on outings which may have an impact in an emergency situation.

Children have the freedom to access a rich range of resources and equipment which are well maintained, clean and suitable for use. Space is plentiful and includes a designated playroom. The environment is conducive to learning and outcomes are clearly attributed to excellent use of resources. Children are helped to make good progress and their development is encouraged as the childminder is knowledgeable about implementing all aspects of the learning and development elements of the Early Years Foundation Stage. Assessment records are linked to the areas of learning and clearly demonstrate children's progress and identify their next steps. Within the record there are photographs of 'Special Moments' which are related to significant events in the child's day and shared with parents.

Partnerships with parents are well established which help to create consistency between the home and the setting. There is ongoing daily discussion about the care and learning of each child supported by a daily diary ensuring the parents are always well informed. This is enhanced by the childminder's clear commitment to work together with parents. Transitions for children and their parents are effective as she completes individualised settling-in programmes which are led by the child and parent's needs. The childminder obtains their views about the setting formally through questionnaires and informally.

Inclusive practice is well promoted and all children are included in activities. The childminder is very responsive to individual personalities and development. She is confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully. The childminder attends a variety of children's groups, including a childminder group. The childminder is clearly able to demonstrate how she will link with other settings and has obtained records from previous placements the children have attended. This means that continuity of children's learning and development are consistent. Children's well-being is enriched as the childminder has completed all required and additional training. The childminder informally reflects on her practice and has started to complete a self-evaluation document which identifies areas for development.

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

Children are happy and enjoy positive experiences with the childminder. Interactions are good and children benefit as the childminder is warm and caring with them. They enjoy purposeful play through a range of informally planned, spontaneous and child-led activities which ensures that they make good progress towards the early learning goals. The childminder is actively responsive to children's interests. Initially she provides a rich range of initial activities but the main focus is that children are enabled to choose activities freely. Activities are extended and adapted to meet children's needs.

Colour, letter, calculation and mark making are supported well throughout.

Children's interest in mark making and texture is encouraged as they experiment with cooked spaghetti. Creativity and exploration is promoted as all children enjoy access to a variety of art, craft and imaginative activities, such as role play and small world. The childminder uses home-made resources to support learning and development, including sound bottles and wooden items such as rings. They explore texture and colour as they hand and finger paint. Young children have access to musical activity centres, such as shape sorters. Their senses are enhanced as they enjoy and interact with a themed display of shiny items including, CD metal trays, mirror bells, home-made glitter bottles and a shiny display cloth.

Children learn about the world around them and diversity through discussions and by books, resources and by national and international celebrations. Their experience is enriched by the childminder accessing resources, such as a range of different cultural musical instruments. A love of books is promoted by spontaneous story times. The childminder has a good range of books and children regularly visit the library. The childminder uses props, such as, hand puppets to investigate facial features and a toy crocodile to illustrate a crocodile story. They learn about nature as they visit the local parks and use resources, such as small world. As children select an animal they make the appropriate animal noise.

Children's communication is enriched as the childminder uses lots of open questions and uses picture cards for the daily routine. They have a strong sense of self-worth as they follow the childminder's behavioural boundaries and house rules, based on respect and kindness. Children learn respect for themselves and others as the childminder explains why some behaviour is not acceptable and praises positive interactions, such as 'good sharing'. They are encouraged to tidy away activities and have good manners. The childminder increases children's socialisation and social skills by visiting children's groups and through attending events, such as a teddy bears picnic. She is extremely alert to responding to children's individuality and different personalities. The childminder is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group.

Children are enabled to learn about healthy eating through healthy snacks and home-made meals. Throughout related activities and snack and meal time the childminder talks to the children about food, self-care and promotes good hygiene. Children keep fit through visits to local amenities and parks. They enjoy inside and outside play in the home, such as, action rhymes, dancing and picnics. The children feel safe with the childminder as they confidently approach her and seek her reassurance.

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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