

## Inspection report for early years provision

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<b>Unique reference number</b>	EY409522
<b>Inspection date</b>	11/07/2011
<b>Inspector</b>	Alison Putnar

<b>Type of setting</b>	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 2010. She lives with her teenage son in the Aspley area of Nottingham. The home is within walking distance of local facilities including schools, shops, a park and a library. The whole of the ground floor is used for childminding purposes and children also have access to bathroom facilities on the first floor. There is an enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, three of whom may be in the early years age range. There are currently two children on roll, one of whom is in the early years age range. The childminder works weekdays only and provides care all year round.

She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy, and their individual needs are generally well met. The childminder continues to develop her understanding of the Early Years Foundation Stage, and as a result provides some worthwhile activities that help children to make adequate progress as they play. Relationships with parents are satisfactory, and systems of communication ensure children's care needs are accommodated. Methods for discussing and planning for children's progress are emerging. Children's welfare is protected effectively on the whole. The childminder has made sound progress in addressing issues raised at last inspection, and now needs to implement methods to ensure these improvements continue.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take reasonable steps to further reduce hazards in the garden with regard to the bramble bushes (Suitable premises, environment and equipment). 25/07/2011

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

- extend systems of assessing children's developmental progress, ensuring next steps are identified for individuals to work towards and used to plan further activities that help children reach their full potential in all six areas of learning
- provide further opportunities to support children's language and

- communication skills
- further develop systems to self-evaluate and monitor practice to bring about improvements to meet children's needs even more effectively.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a suitable understanding of systems to safeguard children in her care and of procedures to report any concerns for children's welfare should the need arise. She has developed a selection of basic written policies which she shares with parents, keeping them informed about her service and her responsibilities as a childminder. The childminder organises her home well to provide a safe and secure environment. Risk assessments are completed to further reduce the likelihood of accidents in the home and for some trips out, such as visits to the park, although some hazards have been overlooked in the garden. The childminder supervises children well and limits the number of children she cares for to further ensure their safety. This also means that children receive high levels of individual attention. A young child enjoys the close physical contact as the childminder takes the time to rock the child to sleep using methods suggested by the child's grandparent, providing continuity in the child's routines and experiences.

A welcoming, child-friendly environment is created. A suitable selection of toys are provided in the lounge and the childminder helps older children to choose from others stored elsewhere, such as crayons and art materials stored in the kitchen. Since the last inspection the childminder has expanded the range of toys available and also uses local toy libraries to offer variety in children's play materials. Good relationships are evident between the childminder and children. She builds her knowledge of children's personal needs through communicating with parents during settling-in sessions. Required information is recorded to aid the childminder in meeting individual needs. The childminder takes time to talk to parents about children's progress and shares her written records frequently. She is aware of the need to talk to staff at other settings the children attend in future, ensuring that all work together to help children reach their full potential.

Since the last inspection the childminder has expanded her knowledge of the Early Years Foundation Stage through using relevant literature. She has attended a course developing her knowledge and skills of observing and planning for children's progress. She has begun to observe children during play and keeps some records of what they can do. She is beginning to use the information to provide further activities to help children practise and develop their skills. For example, the childminder shares picture books with a young child in an attempt to help develop their language skills. The assessment method does not yet fully cover all six areas of learning to ensure children are making as much progress as possible. The childminder presents a positive attitude to making further improvements when they are identified by others. She seeks and acts upon advice from relevant professionals and takes children to local community groups to build their experiences and promote their enjoyment. Methods of self-evaluation are not fully effective, the childminder does not yet identify strengths in her setting or

areas for further improvement that will benefit the children. As a result, this remains an area for improvement.

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

The childminder has worked hard to create a more stimulating environment for children since the last inspection, providing increasing play activities in the home and making use of local community groups to wider children's experiences. She develops close relationships with the children to enable them to feel safe and secure; as a result, children develop the confidence to explore the toys on offer. Young ones begin to investigate a range of colourful toys and rattles, and they press buttons and smile at the reaction as music plays, supporting their skills for the future as they begin to explore technology. The childminder begins to engage in play with the children, sharing a book and naming pictures as a tool to support language development. The youngest children are at a very early stage of beginning to vocalise in response. The childminder knows the children well and reads their gestures and signs, understanding that a baby's vocal noise means they are getting ready for a sleep.

Older children are able to make choices in play to support their enjoyment and interest. Photographic evidence suggests they enjoy a range of craft activities to promote their creativity. They practise using single-handed tools, supporting their writing skills as they paint and draw. Craft activities are also used to introduce different cultural festivals to the children as they use collage materials to make Easter cards or to decorate crowns for the Royal Wedding. The childminder describes suitable methods for managing behaviour in a way that promotes children's positive self-esteem. Children celebrate their achievements as they receive stickers and certificates for their good behaviour. The childminder fosters good relationships between her own children and minded children; as a result, a friendly environment is created. A wealth of cards and letters written by older ones show they enjoy the setting and value the relationships they have formed with the childminder. Children have opportunities to develop their social skills as they mix with other children of a similar age at local toddler groups and develop their confidence of being part of a larger group in preparation for nursery or school.

The childminder has improved methods for promoting children's good health. Children are now offered a greater variety of healthy snacks including lots of fresh fruit. A young one clearly enjoys the fresh strawberries and learns important personal skills as they attempt to feed themselves. Drinks are readily available to ensure children remain well hydrated. The childminder works closely with parents to ensure she is aware of children's dietary needs. The home is clean and suitably maintained. Daily opportunities are created for children to benefit from fresh air and exercise. They walk at school collection times and use these routines to talk about safety issues, such as safe places to cross the road. They visit the park to develop large physical skills as they use the apparatus and also explore the sand and aspects of the natural world. In the childminder's home time is taken to support the younger children with physical skills. The childminder creates space on the floor for young ones to attempt to crawl safely or pull to stand at the domestic

furniture. The childminder remains close at hand to offer verbal encouragement and also to ensure safety. The garden is currently used less well to offer wider learning opportunities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met