

Inspection report for early years provision

Unique reference number	123906
Inspection date	09/02/2012
Inspector	Alison Putnar

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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

This childminder registered in 1992. She lives with her three children in a three storey house in Newark, Nottinghamshire. Minded children use the ground floor and first floor of the house. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children aged under eight years, three of whom may be in the early years age range. There are currently three children under the age of eight on roll, including two in the early years age range. Children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A welcoming, homely and inclusive environment is provided in which all children are equally well cared for. Secure relationships exist between the childminder and parents', ensuring that relevant information is shared. Systems to monitor children's progress are developing and becoming more effective in helping children to develop further skills. Generally, suitable measures are in place to safeguard children. The childminder is beginning to use methods of self-evaluation to identify key strengths and areas for further development. She has addressed issues raised at the last inspection demonstrating a positive attitude and ability to continually improve.

What steps need to be taken to improve provision further?

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

- develop up-to-date knowledge and understanding of safeguarding children issues and be able to implement the procedure appropriately
- improve systems to ensure children are supported to reach their identified next steps for development in all six areas of learning whilst they play
- make use of the garden to offer wider learning experiences and enable children to benefit from the fresh air and outdoor experiences.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a satisfactory understanding of safeguarding procedures; which enables her to protect children's welfare. Although, she has not attended training for some time, which makes it more difficult to implement required procedures in the event that concerns need to be reported to relevant authorities. Adults within the home are appropriately vetted. The home is organised well to provide children with space to play, eat and rest in comfortable surroundings. Good use of space ensures that individual needs are accommodated. Several rooms are available to ensure that children sleep peacefully while others

continue to play actively. Children are supervised well. The childminder undertakes a general risk assessment of the home to reduce the risk of accidents.

Good relationships are established with parents and children. As a result children are settled and confident in the childminder's care. Appropriate settling-in sessions ensures that information is openly shared to enable the childminder to cater for individual needs. Required records are maintained and a suitable range of written policies are provided for parents keeping them informed of the childminder's responsibilities. She communicates well with parents on a daily basis. This ensures parents are aware of the care provided and the activities their children have encountered during the time spent with her. The childminder is aware of the benefits of working with other settings the children attend in future to ensure all work together to help children reach their full potential.

The childminder takes positive steps to improve standards, addressing actions raised at the last inspection. She meets all legal requirements of the Early Years Foundation Stage improving safety for children through completing risk assessments and maintaining an up-to-date first aid certificate. In addition the childminder has extended her knowledge of child development and methods of supporting children's progress through completing a level three qualification, taking advice from relevant professionals and reading relevant documentation. As a result, methods to observe and plan for children's progression are implemented helping children begin to build on the skills they already have. The system is not yet fully effective in ensuring that children are supported in each of the six areas of learning equally. The childminder is at the early stage of reviewing her service to highlight further areas for development. For example, making better use of the garden to offer wider learning experiences, however, as her ideas are not yet implemented they have yet to show a positive effect on the children.

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

Children enjoy and achieve appropriately during their time with the childminder. They make choices in play, to further promote their enjoyment and learn new skills as they play and explore indoors. The garden is not yet used effectively to further enhance children's learning opportunities or to recognise that some children learn better outdoors. Individuals make satisfactory progress in their development through the range of activities provided. The childminder is beginning to track and record children's progress. She is at an early stage of considering some next steps for children to work towards to help them build on the skills they already have. The system is not yet fully robust and as a result some children may not make as much progress as they are capable of. Young children play confidently and have plenty of opportunities to develop their communication and social skills. The childminder engages in play with the children using her language to extend their own. She sensitively repeats their words to support younger children's pronunciation skills without placing any pressure on them. Children have good relationships with the childminder. They begin to solve problems as they concentrate and persevere when taking part in completing jigsaw puzzles or stacking bricks. Children's positive self-esteem is maintained as the childminder creates a friendly, calm and

relaxed atmosphere. Good behaviour is encouraged and supported. Children respond well as they are reminded of safe practices such as not to swing toys round as they may hurt each other. During the activities and routines, children learn about some safety issues such as crossing roads carefully together during walks out or learning to manage the stairs with confidence.

Children develop some skills for the future through the range of activities they encounter. Young children begin to explore their creative skills and practise with single-handed tools to support early writing skills when using a drawing activity board or crayons. They recreate familiar experiences and explore their imagination as they play with small world figures or the toy kitchen. Children are supported to explore some technology. For example, young children pick up a toy telephone and babble into the receiver showing emerging language skills and a developing understanding of technology. All children are actively encouraged to take part in the range of activities, promoting their inclusion and challenging perceived stereotypes. Girls and boys enjoy dancing together to a range of musical genres.

A healthy environment is maintained through effective cleaning and hygiene routines. Toilet and hand-washing facilities are on the ground floor and children are supported to manage their independence with the use of steps. Children follow healthy practices; they understand to wash their hands after using the toilet to prevent the spread of germs. The childminder works closely with parents to accommodate children's individual dietary needs, providing some healthy meals and snacks that the children enjoy. Drinks are available throughout the day to ensure children are well hydrated. Periodically children benefit from the fresh air, exercise and opportunities to develop physical skills provided when visiting a local play park.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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