

Inspection report for early years provision

Unique reference number 207579
Inspection date 04/06/2009
Inspector Justine Ellaway

Type of setting Childminder

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.

Description of the childminding

The childminder was registered in 1984. She lives with her husband in Nottinghamshire. The whole ground floor, along with the first floor bathroom, of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There are currently ten children on roll, seven of whom are within the early years age range. The childminder collects children from the local school. She has a nursery nurse Level 3 qualification and is a member of the local childminding group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder effectively promotes children's welfare and learning and development ensuring that all children are included in the setting. Good relationships are established with parents so that information is regularly shared to support children's learning and development and care. Effective systems are in place to share information with other settings so that consistency is attained. The childminder takes steps to evaluate her provision and demonstrates a commitment to improve to benefit outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems that analyse observations and highlight children's achievements or their need for further support across all areas of learning.

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

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The leadership and management of the early years provision

The childminder provides clear and useful information for parents. She works hard to develop a good relationship with parents so that consistency of care is maintained for each child who attends. All parents have access to the childminder's policies and procedures and their own child's development record so they can extend their child's learning at home if they wish. Effective systems have been

established to share information with other settings that children attend. Particular focus is given to sharing information about children's progress so that the childminder and the other setting can monitor any concerns they have about a specific area of a child's development. Verbal feedback is provided for parents when they drop off and collect their children and a daily diary is used for younger children.

The childminder effectively promotes children's safety within the home and when they are out and about. For example, she supports children to learn the expectations such as holding onto the pushchair when walking. She has a sound awareness of issues relating to child protection and what she would do if she had any concerns. However, although the childminder effectively minimises risks and hazards she has not yet recorded her risk assessment which is a requirement of the EYFS. All other required documentation has been appropriately maintained.

The childminder employs thorough hygiene procedures to ensure that the risk of cross infection is minimised. For example, children use liquid soap and paper towels for hand drying. Healthy meals and snacks are provided to promote children's good health. The childminder makes meals from scratch so that she can monitor the amount of salt and sugar children are having.

The childminder is continually reflecting on her practice and identifying areas for improvement. These often relate to activities she provides for the children to extend or develop their learning. For example, she developed an activity to provide information for parents and help children learn about healthy eating in relation to the sweets that they enjoy. She has attended relevant training and identified future courses that will benefit the children who attend.

The quality and standards of the early years provision

Children enjoy their time with the childminder who is calm and friendly. This promotes an environment where children can learn and make mistakes without feeling anxious. Children play well together and learn about right and wrong through consistent messages from the childminder.

The childminder plans an appropriate range of activities building in flexibility to take into account children's interests or what they feel like doing on a particular day. Children enjoy free play and independently select toys and resources. Younger children are able to engage in play and occupy themselves developing their imagination and independence. The childminder promotes children's learning and development through appropriate interaction and suitable techniques such as questioning to encourage their thinking.

Useful observations are undertaken and then analysed to identify what children can do and what support is needed to take them to the next stage of learning. Observations reflect the six areas of learning. However, the childminder has not yet developed the system fully so that she has an overview of where children are at for each area of learning.

Children engage in physical play both in the garden and on daily outings, such as to the local park. They learn about staying safe through clear explanations from the childminder as she ensures they are aware of the expectations when they are out. Children learn about being healthy through activities about different aspects, such as hand washing, where they learnt a song to remind them why they wash their hands and the childminder displayed posters. Their independence is well promoted with regards to self-care as children of all ages are encouraged to learn to do things for themselves such as put on their coat and shoes.

Children learn to count by rote and recognise colours and shapes as they discuss this frequently during play. The childminder uses the daily outings to support children's learning, for example, children look at the size of the wheels on a digger they pass and compare this to the size of other wheels, introducing mathematical language such as big and small. Children's language is well supported as the childminder encourages them to learn new words. Younger children make good attempts to clearly repeat words during stories or play. Children enjoy singing and dancing and will repeatedly press the button on toys that make music or sounds whilst they dance around. They show an interest in nature and talk about insects they see whilst out and about.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints).

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