

Inspection report for early years provision

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Inspection date	05/10/2009
Inspector	Claire Jenner
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1987. She lives with her husband in a house situated in a residential area close to the centre of Coalville. The ground floor of the premises and the two back bedrooms on the first floor are used for minding purposes. There is a fully enclosed garden available for outside play. The premises is accessed via steps to the front.

The childminder is registered to care for six children at any one time. Currently there are seven children on roll, three of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and has a National Vocational Qualification (NVQ).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming family environment for each child placed with her and she provides a broad range of activities which helps them make good progress. Policies and procedures effectively promote children's learning and development and welfare. The childminder works closely with parents to share information and to ensure children's individual needs are met. The provision for continuous improvement is good because of the childminder's commitment to her work and her motivation to continually improve the provision for the children in her care.

What steps need to be taken to improve provision further?

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

- extend systems to use observations and assessments more effectively to plan and provide learning experiences to cover all areas of learning
- extend systems for reflective practice and self-evaluation to further bring about improvements and ensure the individual needs of children are met.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and welcoming environment. The childminder understands what she needs to do to keep children safe and has taken steps to minimise potential risks to children. For example, written risk assessments are completed and updated regularly and the childminder undertakes a daily visual check on the premises and resources to ensure that there are no hazards which may cause harm to children. The childminder's home is well organised to provide

dedicated space for the children to play and they have easy access to the outside play area. Toys and resources are well presented in open low-level shelves and units and as a result, all children have good opportunities to make choices in their play. Additional equipment can be accessed on request and with support from the childminder. The childminder has a clear understanding of safeguarding children and the steps to take should she be concerned about a child. Secure vetting procedures ensure that the childminder and household members are suitable to have regular contact with children. A written policy is shared with parents and relevant records are appropriately maintained.

Systems for monitoring and self-assessment are developing. The childminder has successfully addressed all actions set at the previous inspection and has worked persistently to continue to develop her practice. She has introduced systems to enable her to review her practice and has set a clear action plan to address areas for improvement. For example, through attending regular training and keeping up to date with current child care practices. However, the childminder has not yet developed effective systems to enable children and parents to be meaningfully involved in the process.

A broad range of policies and procedures are prepared to share with parents and to promote continuity of care of the children. The childminder has developed systems to enable her to gather information about children's daily routines, health and dietary requirements and interests. As a result, the childminder is able to meet children's individual needs helping them to feel confident and settled in her care. Effective verbal and written communications between the childminder and parents means that they are kept well informed of their child's daily routine and developmental progress. The childminder is aware of the benefits of establishing links with other providers in order to provide consistency in care for children that may attend different settings.

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

Children's welfare, learning and development are effectively promoted by the childminder because she has a good understanding of their individual needs, interests and abilities. She has implemented systems to enable her to successfully observe children to ascertain what they have learnt and need to learn next. Arrangements to plan for children's next steps are in place. However, these systems are not yet fully developed to ensure children consistently enjoy a range of play experiences across all areas of learning. The childminder provides a variety of adult-led activities that reflect children's individual interests and capabilities. For example, responding to children's love of the outdoors and providing activities both in and out of the home.

Children's independence and self-help skills are effectively promoted by the childminder. For example, children have easy access to a range of craft resources where they skillfully use the equipment and materials to create their own pictures. They are able to make choices of what they would like to eat and drink and enjoy helping the childminder to prepare their sandwiches at lunch time. Children learn

to keep themselves safe as the childminder explains hazards to them, such as not climbing on chairs or that the fire is hot. She explains the consequences of actions to them so they begin to understand and take responsibility for their behaviour. Children receive lots of praise and encouragement from the childminder and their achievements are recognised. For example, the childminder enthusiastically comments on children's art work and uses stickers to reinforce their accomplishments. Consequently, children feel confident in her care and their self-esteem well promoted.

Children's understanding of language is effectively promoted because the childminder spends time talking with them during play. The childminder reads to the children so they begin to learn how print works and they have good access to equipment such as, pens, paints and pencils to allow them to make their own marks on paper. Children enjoy listening to music and sing familiar rhymes and songs with the childminder. They are able to gain an awareness of technology as they explore battery operated toys and enjoy pressing different buttons and playing simple games. Children are learning about the local and wider community as they visit groups and amenities near by and use toys and resources which reflect positive images of the wider society. The childminder has a good understanding of supporting children with additional needs and is committed to working with parents to ensure children's individual needs are met.

Children's health is effectively promoted as they have daily opportunities to play outdoors with a range of equipment and frequently visit the local parks. The childminder provides a range of healthy snacks and freshly prepared meals. She ensures children have easy access to fresh drinking water and older children are encouraged to help themselves. Children are encouraged to follow good practice during everyday routines. For example, washing hands after visiting the toilet and before eating. The childminder has a current first aid certificate which means that children can be appropriately cared for in an emergency. A clear written procedure is shared with parents and the required records are clearly maintained detailing how the risk of cross-infection will be maintained and the action to be taken should a child become ill.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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