

Inspection report for early years provision

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Inspector	ISP Inspection
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.

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 was registered in 1996. She lives with her husband and two children aged seven and 13 years in Oadby, which is situated on the outskirts of Leicester. All of the ground floor of the childminder's home is used and there is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She takes children to the local library and park.

The childminder is registered to care for a maximum of five children under eight at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in this age group. She also offers to care for children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children with special educational needs and/or disabilities or children with English as an additional language are supported.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This childminder organises her home and daily routines with commitment and imagination to ensure that children are safe and secure and are offered inspiring and challenging opportunities to learn as they play. Children are happy, settled and confident as the childminder takes great care to establish all available information about them and their individual care, learning and development needs. She fosters close working relationships with parents by providing them with excellent information about her services and comprehensive feedback about their child's care and learning. She is fully prepared to create strong partnerships with others involved in the children's lives, for example, specialist health workers, making sure that the needs of all children are met. Systems to evaluate strengths and weaknesses are in place and the childminder uses these effectively to drive and secure ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop systems to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and drive ongoing improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as the childminder has a thorough understanding of child protection procedures and knows what to do to report any concerns. She promotes children's safety by undertaking robust risk assessments

of her premises and any outings and by maintaining close supervision at all times. A comprehensive and detailed range of written policies and procedures are in place to promote children's health, safety and welfare. Parents are provided with copies of this important information. All necessary records are maintained and parents receive written and verbal feedback of the children's daily care and learning journey. The childminder has formed strong partnerships with parents, who comment that they feel fully informed and included at all times. She has good strategies in place to establish effective partnerships with other providers and agencies working with children, such as local schools. This promotes continuity of care which supports children's overall development and progress.

The childminder gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently. She has established excellent systems to sensitively observe and assess what children can do and efficiently uses the information gathered to plan effectively for their next steps. She is developing confidence in her use of self-evaluation to plan improvements in her services.

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

This childminder is knowledgeable, experienced and skilled, which means she is fully able to offer exciting, innovative and challenging learning opportunities for children in her care. She has created a child-centred inspiring environment where children learn through their play and exploration. Children enter this childminder's home with confidence and enthusiasm, eager to take part in the excellent range of purposeful and developmentally appropriate experiences offered to them each day.

The daily programme of planned and spontaneous activities are organised and effectively delivered to ensure that children have real opportunities to practise and progress in numeracy and problem solving, and have many opportunities to practise their mark-making. Children proudly talk about their work and the photographs on display, illustrating activities, adventures, their families, friends, pets and important events in their lives. This effectively promotes their confidence and self-esteem as they become aware that they are special individuals in a wider world, and to appreciate diversity in others. For example, they eagerly share news of their relatives' adventures as they visit other countries, and discuss the different lifestyles and cultures they share. This childminder carefully plans imaginative activities and outings, such as, to the local shops, community activities and places of interest. She proficiently includes all areas of learning within the activities devised to ensure children gain maximum benefit to their learning and first-hand experiences. For example, they make lists for their shopping, discuss the route and where they will visit, and gather the provisions from the shops. In this way, children learn about keeping safe outside the home, practise communication and problem solving and learn about their local community.

Children have a multitude of opportunities to foster their imagination and creativity and enjoy working with a wide variety of mediums, such as, natural materials, paint, water and sand. A safe, challenging outdoor environment provides an

innovative and enticing range of learning opportunities as children work, play and exercise in the fresh air. Children are encouraged to use their listening and observational skills to explore and learn.

Children have excellent awareness of right and wrong in line with their stage of development and respond happily to the consistent praise and encouragement offered. They are delighted when their good behaviour is recognised, which means they are spurred on to respect and help others. Children's health and welfare are effectively promoted because the childminder is an excellent role model and ensures children learn through daily routines. They eagerly explain why hand washing and a healthy diet is important to their well-being and describe how they remind little ones who may forget.

This childminder is skilled at capturing spontaneous opportunities to support and challenge children in their play and learning. Children have a positive attitude to learning, fostered by this exceptional childminder and the excellent range of activities provided. This results in children being active learners and creative and critical thinkers. The childminder has implemented all aspects of the Early Years Foundation Stage, including robust systems of observation and assessment to inform planning for individual children's next steps. This ensures that children achieve as much as they can in relation to their starting points and capabilities.

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	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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