

Inspection report for early years provision

Unique reference number	EY222191
Inspection date	06/03/2009
Inspector	Patricia King
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2001. She lives with her husband and two adult children in the village of Birstall, which is situated to the north of Leicester. All of the ground floor and the bathroom on the first floor of the childminder's home is used and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children 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 care to children aged over five to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The family pets include two collie dogs, two cats, two rabbits and a variety of birds, housed in aviaries in the garden.

The childminder holds a Level 3 childcare qualification. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and confident because the childminder knows them well and takes care to meet their individual care, learning and development needs. She fosters close working relationships with parents and provides them with good information about her service and their child's care and learning. The home and daily routines are organised effectively to offer interesting and varied activities across all areas of learning and development. She has established effective systems to monitor and evaluate her practice which means she recognises her strengths and weaknesses and takes positive action to develop and improve her services.

What steps need to be taken to improve provision further?

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

- ensure that information gathered through sensitive, observational assessment is used effectively to plan to meet children's individual needs
- promote safety on the premises by ensuring that low-level glazing is made safe or inaccessible to children and establish agreements with parents for the safe use of large physical equipment; in this case, the trampoline.

The leadership and management of the early years provision

A comprehensive and detailed range of written policies and procedures is in place to promote children's health, safety and welfare and support the efficient services provided by the childminder. All necessary records are maintained and parents are

provided with verbal feedback and written details of the children's daily care and learning journey. Children are safeguarded effectively because 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 thorough risk assessments of her premises and any outings and by maintaining close supervision at all times, however, not all hazards in the outdoor play area have been made safe.

The childminder has established systems to sensitively observe and assess what children can do, however, this information is not yet used consistently to plan for individual children's next steps. She is developing contacts with others involved in the children's lives, for example, the nursery and school, which supports children's overall development. She 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 a clear and realistic awareness of her own provision achieved through honest and informed self-evaluation and actively seeks to continually improve and inform her practice.

The quality and standards of the early years provision

Children develop a sense of belonging and build positive relationships with this childminder and her family. She has arranged her home to provide a safe, secure environment for children, where toys, activities and resources are stored within easy reach to promote independence and choice. Consequently, they feel confident to express themselves, for example, asking for a favourite story, a drink or a comforting cuddle when they are feeling unwell.

Children behave well and are developing a clear understanding of what is right and wrong. They are learning to share, take turns, show care and concern for each other and keep sensible house rules, agreed for their personal safety and well-being indoors and outside. The childminder skilfully uses spontaneous opportunities to promote children's learning, for example, building upon children's observations of the fast moving and busy traffic to talk about road safety.

Children's health and welfare are effectively promoted because the childminder is a good role model and helps children learn through daily routines. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. She talks to them about healthy eating and provides practical activities to promote their awareness such as through role play.

Children have many opportunities to use their imagination and creativity as they make models and pictures. They are learning about the natural world around them, the effects of the weather and how things grow. Records of activities show they are exploring and sharing experiences of their own and other lifestyles which means they are learning to respect and value differences. Photos in their journals evidence they enjoy finding out about their local community and are learning about the wider world and their place in it. The childminder provides an interesting and challenging range of activities and opportunities to engage children's interest

and help them to make progress in all areas of learning, having careful regard for individual needs and abilities.

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:	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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.