

Inspection report for early years provision

Unique reference number	EY222275
Inspection date	12/12/2011
Inspector	Sarah Measures
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.

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Description of the childminding

The childminder registered in 2002. She lives with her husband and three children aged 13, 12 and seven years in Market Harborough, Leicestershire. The whole of the downstairs of the childminder's home is used for childminding. There is a secure garden used for outdoor play. The family has a pet labrador.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to five children under the age of eight years at any one time. There are currently 18 children with various part-time arrangements on roll. The childminder has support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There were no young children who are within the early age group present at the time of the inspection. However, evidence suggests policies and procedures effectively promote the welfare and the learning and development of the children. The childminder is well-organised and operates an efficient and safe provision for children. Discussions regarding children's individual needs show that she knows them well and meets their individual needs well. The provision for continuous improvement is good because the childminder has clear aims to offer children a quality provision and because she actively seeks support and ideas to improve.

What steps need to be taken to improve provision further?

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

- continue to develop the processes of self-evaluation to further support systems of planning to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded by the childminder's policies and procedures. The childminder is confident in her knowledge and understanding of the different types and possible indicators of abuse. She keeps up-to-date with any changes in legislation and has Local Safeguarding Children Board policies and procedures to follow if she has concerns about a child. The childminder shares good information with parents as to how to make complaint that includes details of how to contact Ofsted as the regulator. This promotes a safe and transparent provision for parents and children. The childminder has a good understanding of the welfare requirements and of how to make sure children are protected from any persons that are not vetted. Well-considered and safe procedures make sure children are

safely collected by appropriately identify persons.

The childminder organises her home so that it is safe and welcoming to children. Children use good quality toys and equipment to support their independence and their play and learning. Carefully considered risk assessments of the home and any outings of the premises make sure children are kept safe. The childminder has long established minding arrangements indicating good relationships exist with parents who are happy with the care provided. Further evidence in the form of thank you notes show how parents and children appreciate the care she provides. Discussions of children's individual needs show good communications take place with parents. This enables the childminder to plan effectively to help children to settle and progress well. Discussions of children's progress also show how the childminder works closely with staff at the local school that children also attend. This helps all involved in children's care and education to plan cohesively for their individual progress. Observations of the older children present during the inspection show how the childminder organises the setting to make sure all are valued and included. The childminder organises activities effectively so that children of different stages of development can all take part and have fun and achieve. The childminder has relevant experience of supporting children with special educational needs. She knows how to access supports if she is caring for children who have special educational needs and/or disabilities. The childminder uses various methods of seeking advice and ideas to improve. She uses different methods of reflecting upon the provision for children and competently identifies her strengths and areas that she wishes to develop. She has just started to complete a comprehensive evaluation of the provision for children across all of the learning and development and the welfare requirements. This will help her to fully evaluate all aspects of the setting.

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

Observations of the older children present at the inspection show children are very settled on that home and good relationships exist between the children and the childminder. Children are able to choose from a very good variety of toys and purposeful activities that promote each area of learning. Discussions show that children learn to value difference and diversity because the childminder includes different religious and cultural events within her activity planning. She plans activities carefully to consolidate what children are learning and celebrating at school. Discussions and records kept of children's progress show the childminder works well with staff at the local school to make sure children are able to progress and develop important skills for their future learning. Discussions show that the childminder has a good understanding of where children are at in relation to their progress. Children's records show how she plans activities purposefully to support the children are learning at school. This offers children good opportunities to consolidate their learning and helps them to make good progress towards early learning goals. Children are able to make progress because the childminder knows how to plan fun learning opportunities, tailored towards their individual needs and interests. For example, children in reception year enjoy opportunities to develop

their early writing skills. Discussions show how they visit the local 'sand park' and use equipment to draw and make marks in the sand. Evidence of activities completed show how children enjoy different creative opportunities and are encouraged to label their work and to form letters correctly. Observations of activities available and discussions show children are able to have fun as they learn and solve problems. Children's records show how they plan and work out how to build and construct a train track. Their learning is then extended at the childminder encourages them to complete more complex constructions. A good variety of books and educational games are easily accessible to children in order for them to choose from purposeful and fun activities.

Observations of the childminder's interactions with the older children and the behaviour of the older children show she has an effective managing behaviour policy and procedure. The childminder acts as a very good role model the children, listening to them carefully and treating them with consideration and respect. Children's self-esteem is effectively promoted due to the childminder's warm and encouraging interactions. Discussions and observations of routines during the inspection show children's health is well promoted. Children wash their hands before eating and after visiting the toilet. Discussions and observations of equipment show that they enjoy outdoor play opportunities in the childminder's garden. They use various large play equipment to challenge them and to develop their physical skills and strength. They visit various local parks in order to use different equipment to challenge them further. This also helps them to develop the habits and routines. Children make healthy choices at snack time and they enjoy healthy home cooked meals made from fresh ingredients. The childminder's discussions and risk assessments show how she helps children to learn to protect themselves and keep themselves safe. For example, risk assessments show how she makes sure children understand safe boundaries and road safety when they are out of the home.

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	2

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	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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