

Inspection report for early years provision

Unique reference number	EY233213
Inspection date	26/08/2009
Inspector	Christine Holmes
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 has been registered since 2002. She lives with her husband and three children aged seven, 11 and 14 years in Leicester. Within her home, children spend their time on the ground floor; they have access to the kitchen and dining/play room, toilet and enclosed garden for outside play. The premises is accessed via a path to the front.

The childminder is registered to care for five children under eight years at any one time. There are currently eight children on roll, three of whom are within 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 has arrangements in place to support children with special educational needs and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress and enjoy their time in this inclusive setting. They benefit from the warm, caring nature of the childminder who recognises and supports their uniqueness. The childminder works in partnership with parents and other carers to ensure continuity of care and learning. The childminder strives to improve the outcomes for children although self-evaluation systems are not yet fully established.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems in order to fully assess what the setting offers against the robust and challenging quality criteria of the Early Years Foundation Stage
- develop further systems to assess the children's development within all the educational programmes.

The leadership and management of the early years provision

The childminder works closely with parents and other settings to ensure children achieve well and have their welfare needs met. From the onset of the placement the childminder develops and maintains an effective two-way flow of information with parents that supports children's continuity of care. The efficient management of policies, procedures and records supports children's welfare, learning and development. Parents receive good quality information about the setting, activities provided and children's progress. Written statements from parents demonstrate the high level of their satisfaction in the care and learning their children receive.

The childminder creates a stimulating, accessible, child-focussed environment in which all children are included. There are effective risk assessments carried out on all aspects of the environment and for outings which ensures children are cared for safely. The childminder has a strong knowledge and understanding of child protection and a clear understanding of her own responsibility, which ensures all children are safeguarded.

The childminder strives to improve the outcomes for children. She has a good knowledge of child development and is able to effectively support children's learning, responding to children's individual interests very well. She shows a commitment to developing her knowledge by attending training courses and spending time with other childminders for knowledge sharing and support which leads to better outcomes for children. The childminder is able to identify her strengths and she has plans in place to further her professional development. However, she has not yet established self-evaluation systems to fully assess what the setting offers and potential priorities for development.

The quality and standards of the early years provision

A high priority is given to successfully developing children's awareness of keeping themselves safe. Children learn about key issues such as road safety and about what action they can take around the home to keep themselves safe. In-depth policies and procedures help to ensure their well-being is prioritised at all times. Children also learn about the principles of healthy living. For instance, they learn about the importance of good hygiene each day through well-planned activities and routines and they benefit from healthy, nutritious meals, snacks and drinks throughout the day. They develop extremely good physical skills because they benefit from daily opportunities to become active outdoors. For instance, children confidently climb up and across the large climbing frame and hold on the high bars to swing their bodies from bar to bar to get to the other side. Children clearly relish this challenge and take great pride in their achievements which helps to support their confidence and self-esteem. Very successful methods are used to promote good behaviour, with clear boundaries set for sharing and using good manners.

Children are happy and well settled with the childminder, who has a good understanding of their stages of development and supports their learning successfully. The childminder has a good awareness of what children already know, their likes and dislikes and their particular interests and she uses this well to plan an interesting and varied range of activities which provide good challenges for all children. The childminder observes children's development and records the information well in the children's individual assessment records. The information gained from observations is successfully used by the childminder to identify their next steps in learning. However, this information is not yet used to assess the children's development within all the educational programmes.

Children are supported to make good progress in all the educational programmes for each area of learning during planned and child-initiated activities. For example, during planned cooking activities children are encouraged to develop a sense of time as they wait for the cakes to cook in the oven. They are encouraged to use

their interest in number to solve simple problems and to develop their communication skills to connect ideas and explain what is happening and anticipate what may happen next. The childminder supports children's increasing independence by involving them in cleaning and clearing away the table and collecting the required items for the activity. They are encouraged to be creative decorating the cakes and explore the texture and taste the ingredients. Children initiate their own play and follow their own interest using the varied range of appropriate and accessible resources. They are beginning to learn about the wider world through books and small world resources and visiting local community venues which helps to broaden the range of experiences.

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?	3
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

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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

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

Met