

Inspection report for early years provision

Unique reference number	EY239958
Inspection date	21/01/2011
Inspector	Jayne Rooke
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 2003. She lives with her husband and child aged 12 years in Ashby-de-la-Zouch in Leicestershire. The whole of the ground floor and one bedroom on the first floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and preschools. The family has two cats and two gerbils.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage. The childminder also offers care to seven children aged over five years to twelve years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and the practice is inclusive, which helps them to settle and separate happily from their parents. They thoroughly enjoy a stimulating and varied range of play and learning experiences in the childminder's well-organised and welcoming home. Their individual progress is monitored closely and is linked appropriately to the Early Years Foundation Stage programme in most areas. The childminder builds positive and trusting partnerships with parents, carers and other professionals, so that children receive consistent and complementary care. Records and procedures are regularly reviewed and generally work well in practice. Self-evaluation systems are used well to promote improvement through continuous review.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents of all children about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 04/02/2011

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

- expand the risk assessment record of the premises to include all aspects of

the home that need to be checked on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect because safeguarding procedures are well-established and most of the required information is obtained when children first start to attend. Information about parental responsibility and legal contact is not always obtained from the parents of all children. However, the impact of this on children's safety overall is reduced, because the childminder is knowledgeable about the parental relationships of the children in her care.

The childminder is vigilant about children's security. Risk assessments are generally thorough, although records do not include all aspects of the home that need to be checked on a regular basis. This potentially minimises children's safety. However, the childminder conducts a series of daily checks to ensure that any risk to children's safety is removed. Children are closely supervised indoors and outside. They learn how to keep themselves safe as they are involved in a regular fire evacuation drill and wear high visibility jackets when walking home from school.

The childminder is committed to professional training and development. She uses her knowledge and skills well to reflect on her successful practice and to identify areas for improvement. As a result, she now holds a food hygiene awareness certificate. This has helped her to evaluate and assess her food safety practice and to encourage children to follow good hygiene routines. She has implemented 'the principles of using signs and symbols in practice' to enhance communication skills with babies and young children. She has a positive attitude and an active approach towards equality and diversity. She makes good use of resources to effectively promote inclusive practice. This helps her to provide consistent and supportive care for each child. Recommendations from the previous inspection have been successfully addressed. She now has written parental consent for seeking medical advice or treatment for any future emergencies, promoting children's safety and well-being.

Policies and procedures including complaints information are regularly reviewed and shared with parents and carers. Records are stored securely and confidentiality is maintained. Parents and carers receive daily feedback about their child's care and progress and have many opportunities to share their child's development records and photographs. This fosters strong and trusting partnerships. Consequently, parents express their views and praise about the positive care and support they receive from the childminder. They value the fact that their children are 'kept safe in a happy, caring and harmonious atmosphere'. They feel that their children 'have fun', lead healthy lifestyles and learn to socialise with others. The childminder maintains good contact with other providers and schools that children attend to promote continuity of care and continuous learning.

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

Children make good progress towards the early learning goals because the childminder closely observes and assesses their progress. She matches what she discovers to the Early Years Foundation Stage programme and is beginning to identify children's next steps in their learning. Children are actively engaged in discussions which help them to decide what toys, activities and games they wish to play with. Younger children are supported very well during their play and everyday routines. Children with additional needs receive sensitive support and intervention at an early stage so that their needs are met.

Children are comfortable in the company of the childminder and other adult members of the household, who play an active part in children's play and learning. Consequently all children feel valued as members of the family. They are happily engaged in a broad range of stimulating games and activities which cover all areas of learning and provide good levels of challenge. For example, babies are encouraged to develop their sensory awareness as they look at pictures in books and photographs, touch objects which are hard and soft and listen to a variety of sounds in their everyday play and routines. Older children develop skills in reading and writing through meaningful, practical experiences as they write and draw using a variety of materials and equipment. They confidently speak in a group, negotiating the rules of a favourite game, taking turns to listen and take charge. They enjoy moments of quiet relaxation during their self-chosen activity and show care and consideration toward the family pets.

Children follow instructions with interest as they find out how to play mathematical games which encourage them to save money to spend. They use number language freely as they talk about each other's ages, and laugh and joke as they determine who is the oldest. Children paint, draw and create pictures and patterns using their imagination and creativity. They enjoy model making with a range of materials. They make patterns with small beads, which are saved for them to come back to so that they can retrieve and concentrate on a favourite task.

Children become aware of the world around them, the way they live and each other's lives through well planned activities and outings. They explore the indoor and outdoor environment freely and visit places of interest to find out about the natural world and other living things. They make positive contributions through fundraising activities to well-known charities. This successfully helps them to become responsible citizens and to develop concern for the needs and feelings of others.

The childminder sensitively interacts with the children, encouraging them to make sensible choices that are safe and suitable for each other. She offers cuddles and smiles to young children which encourages their positive and happy responses. Older children show affection towards younger children, offering toys and equipment that stimulate their interest and sense of fun.

Children benefit from regular fresh air and exercise as they walk to and from

school and visit parks and playgrounds for robust and active play. They eat healthy meals and snacks and confidently discuss the beneficial effects of food and drink which contain healthy vitamins, calcium and other minerals. As a result, children enjoy good health and lead healthy lifestyles. Babies and young children feel safe and secure because the childminder effectively manages their daily sleep, nappy changing and feeding routines. Older children understand that they must walk sensibly indoors so that they do not hurt themselves or others. They take care not to leave small toys or beads at floor level to prevent any risks to younger children's safety. As a result, children develop the habits and behaviour appropriate to good learners, their own needs and those of others.

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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