

Inspection report for early years provision

Unique reference number	EY282615
Inspection date	10/11/2011
Inspector	Janice Hughes
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her two children aged four and eight years in Melton Mowbray, Leicestershire. The whole of the ground floor of the childminder's house is used for childminding purposes, with sleep and toilet facilities available within this area. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children at any one time and is currently minding seven children, all of whom attend on a part time basis. Four of these children are in the early years age range.

The childminder holds a level 3 in early years childcare qualification and is a member of the National Childminding Association. She attends the local childminder and toddler group and she takes children to local schools and collects them.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's care as they experience a wide range of activities, enabling them to make in the main good progress in their learning and development. They benefit from the childminder's high level of experience and knowledge and how she can help this process.

The childminder works very well with parents to ensure all children are included and to ensure a continuous learning experience. Strong relationships have been formed with other professionals to provide continuity of care for the children. The childminder reflects upon her practice effectively and has a good understanding of how to use self-evaluation to demonstrate her continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure observations, assessments and children's next steps inform future planning and match to the expectations of the early learning goals; so that children are fully challenged to meet their full potential.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities to refer any concerns she may have about children's welfare. She has all the relevant

information to be able to take the appropriate action if necessary. All visitors to the home sign a book so the childminder has a record of who has been on the premises. Detailed systems are in place to promote children's safety, for example, socket covers, and daily checks ensure that all areas of the home are safe for use. A comprehensive risk assessment is also in place and this includes procedures for outings so children's safety is well maintained at all times. Regular fire drills are practised so that children learn how to keep themselves safe in an emergency. There is a good procedure to protect children from the spread of infection, as arrangements are in place to exclude children who have any infectious illnesses.

A positive attitude to self-reflection is in place and the childminder continuously monitors her provision. She is fully committed to improving her own knowledge and expertise by attending courses; which include first aid and managing behaviour. She has also completed her level 3 child care qualification to continue her professional development. The childminder is clearly committed to improving outcomes for children. She keeps herself up-to-date with current good child care practice through making effective use of support offered by the local authority and through reading child care information.

The childminder provides a welcoming inclusive service that is for all children and their families. This ensures all children get the support they need to make in the main good progress. She gets to know each child and their family very well. She is very experienced and skilful in supporting children and their families and works in partnership well with parents to support children with special educational needs and/or disabilities. She recognises and values children's uniqueness and organises space well to meet the needs of children's different age and abilities. This ensures all children are able to join in activities and access resources. The childminder understands the benefits of developing partnerships with other providers involved in the children's care, when the need arises to promote continuity. She liaises efficiently with other childcare professionals to help develop her further understanding of childcare issues.

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

Children enjoy themselves and are happy in the environment. In the main they are making good progress towards the early learning goals. They demonstrate their independence as they select different toys and resources to play with. For example, they investigate well how the train moves and successfully complete jigsaw puzzles. Thorough maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners. The childminder provides a wide range of activities to stimulate children's interest and support their learning and development. For example, the children make flowers out of play dough and plant real bulbs in pots. She makes purposeful use of information provided by parents and undertakes regular observations of children's achievements and interests. This information provides a record of children's achievements and the childminder uses the

observations to identify children's next steps. However, the observations do not sufficiently link to the expectations of the early learning goals or planning. As a result children are not always fully challenged to meet their maximum potential in their developing and learning.

Children are supported to develop their self-care skills and develop their understanding of good hygiene, for example, washing their hands after using the toilet and before meals and snacks. The childminder provides a board range of opportunities for children to learn about safety, as she talks to them about road safety and stranger danger when they go on outings. Children's behaviour is effectively managed as the childminder employs good methods to help children to learn about right and wrong. Lots of praise is used to help develop good self-esteem and understand when they have done well. Children demonstrate very good manners, remembering to say 'please' and 'thank you' at relevant times.

The childminder promotes children's healthy life styles and provides healthy snacks and meals. She supports this by helping children to choose freely on the day of the inspection from, raisins, apples and apricots. Children's physical skills develop effectively when using the broad range of outdoor play equipment. Walks to their local amenities, use of the equipment at their local parks and the use of various outdoor toys offer challenges to advance their physical skills. For example, children enjoy bouncing on the trampoline, climbing the slide and using sit-and-ride toys in the garden. Children's awareness of people's differences is promoted as they are able to access resources that reflect cultural diversity and disability, such as small world figures and books.

Children develop an understanding of mathematical concepts through daily routines and play. Their early problem solving skills are further encouraged through resources, such as, shape sorters, jigsaws and singing nursery rhymes. Children's language and communication skills are promoted effectively by the childminder through constant conversation, questions and individual attention. They are well supported by the childminder to express themselves because she takes time to listen to them and values what they say. For example, the childminder reads stories using props and encourages the children to answer questions about the story. Calculators, electronic till and pop up toys all help the children to gain skills effectively for the future.

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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