

Inspection report for early years provision

Unique reference number	EY312910
Inspection date	03/03/2011
Inspector	K.A. Bryan
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 2005. She lives with her husband and child aged 16 years old in Leicester Forest East, Leicestershire. The whole of the ground floor and one room and bathroom facilities on the first floor are used for childminding. The garden is not used for childminding.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently six children on roll, of whom two are in the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. No children were present during the inspection.

The childminder supports children with special needs and/or disabilities and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates, through discussion, that she works closely with parents and others involved in children's care to understand their individual needs well. She talks about how children make generally good progress in their learning through the varied activities she offers them. All required policies and procedures are in place and are shared with parents. The childminder is using self-evaluation well to monitor and improve her service to children. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for observing and assessing young children and use this information systematically to identify their achievements in all areas of learning and to plan for their next steps.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very good understanding of how to safeguard children and a comprehensive policy is in place which is shared with parents. Parents also receive their own copy of a safeguarding pamphlet so they are quite clear how their children will be protected from harm. She discusses how she would

recognise signs of abuse and robust reporting procedures mean children are very well protected. Training also supports her excellent practice. The childminder also ensures all adults at the home have been checked and children are never left with people who have not been cleared. The childminder describes how she informs parents about her comprehensive range of policies and procedures and how they have their own copies of the most important ones. A daily diary is completed for children and the childminder has established positive relationships with other practitioners who are involved in the care of the children. Consequently, they receive a consistent service geared to their individual needs.

The childminder demonstrates the very good range of measures she has in place to keep children safe and comprehensive risk assessments underpin these. She explains to children about keeping safe in the home and when on trips outside. Consequently, children have a good understanding of road safety which helps them to be responsible for their own safety well. The home is extremely well-organised to allow children to easily access a very good range of quality resources which supports their play and learning effectively. Children also enjoy free-flow around the home and into the conservatory which strongly promotes their confidence and choice as they explore their environment.

The childminder describes how she has completed a broad range of training and has a Level 3 childcare qualification. This demonstrates her commitment to offering children a quality service. She is also using self-evaluation effectively to evaluate her practice and drive improvement forward.

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

The childminder demonstrates, through discussion, that she has a good understanding of the Early Years Foundation Stage and she is well aware of children's interests. They are involved in planning as they contribute ideas to extend activities, such as, using play dough. However, observations are not used effectively to identify the next steps in children's learning which means their progress may not be as effective as possible.

The childminder talks about how children are beginning to learn about the natural world as they grow cress and pumpkins which they then eat. This also promotes children's understanding of sustainability well as they learn what their environment can offer them. They are also involved in recycling as they make telescopes and music shakers from discarded household materials. This also promotes their creativity and imagination successfully. The childminder describes how children are developing a good awareness of the wider world and other cultures. This is achieved because she acknowledges a broad range of festivals and promotes fun activities. For example, children took part in an Equality Day at the local school where they had the opportunity to dress up and taste food from other cultures.

The childminder talks about how she promotes physical development by taking children to the park where they can enjoy using large equipment, such as swings

and a climbing frame. They also regularly attend a soft play group which ensures they have good opportunities to enjoy physical activities throughout the year. The childminder explains how she manages behaviour in an age appropriate manner by distracting young children and using 'time out' for older children. Children learn about difference and diversity well, as the childminder teaches them to respect each other. They also understand about helping each other and this promotes their sense of responsibility and self-esteem effectively. Children also receive lots of praise so they know their good behaviour has been acknowledged. The childminder describes how she promotes children's health as she talks to them about good hygiene. They also receive stickers to reward them for good practice, such as, washing their hands before meals. Children enjoy home cooked meals and snacks of fresh fruit which means their dietary needs are met well. Practical activities, such as, baking, also helps them learn how to weigh and measure and this supports their mathematical awareness effectively.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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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