

Inspection report for early years provision

Unique reference number	EY331264
Inspection date	18/11/2009
Inspector	Alexandra Brouder
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 2006. She lives with her husband and son in Kirby Muxloe, Leicestershire. The house is located on a one-way street. All the ground floor is available for minded children to access, including a downstairs toilet. There is an enclosed rear garden for outdoor play and the childminder makes use of the local environment for other outdoor activities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years at any one time. There are currently 16 children on roll, all on a part-time basis. Of these, three are in the early years age range.

The childminder is a member of the National Childminding Association. She attends training and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making excellent progress in their learning and development. Their wants and needs are very well met through the childminder recognising the uniqueness of each child and providing an inclusive environment in which all children are valued. Good partnerships have been established with parents and carers to ensure that children's welfare is supported and the childminder is beginning to work closely with other providers to develop consistency in children's care and learning. A highly effective self-evaluation is in place, outlining the childminder's strengths and areas for development, enabling her to maintain continuous improvement of her provision. A good range of documentation is in place to ensure that children are safeguarded, however, a formalised written risk assessment is not yet fully developed.

What steps need to be taken to improve provision further?

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

- formalise the procedure for recording risk assessments
- devise written risk assessments to evidence that reasonable steps are taken to ensure that hazards to children on outings are kept to a minimum.

The effectiveness of leadership and management of the early years provision

Children are cared for in a very welcoming and secure environment in which they feel safe and have their needs well met. Very good systems are in place to safeguard children as all adults that have contact with children have been

appropriately cleared and a detailed and effective policy has been devised and is shared with all parents and carers. In addition, the childminder has attended up-to-date training on child protection, enabling her to adopt appropriate procedures for protecting children should she have any concerns. The premises, equipment and areas that children access are safe and suitable for purpose and although a formalised risk assessment is not in place, a range of appropriate policies and procedures ensures that all areas of potential risk are addressed by the childminder and assessed visually on a daily basis. All required written consents are in place to allow the childminder to administer medication and seek emergency medical advice should the needs arise, enhancing children's well-being.

Excellent use is made of the space available to children, ensuring that they can freely and confidently access all areas, toys and resources to support and extend their learning and to support their growing imagination. For example, a range of sheets and blankets are available in a basket under the stairs for children to build dens. The childminder has a very good knowledge of children's individual needs and takes time to find out about their daily routines as well as their likes, fears and interests. As a result, children settle quickly and are secure and confident. The childminder engages children in learning about the needs of others through activities, books and resources, ensuring that all are included. In discussion, the childminder will ensure that the needs of children with special educational needs and/or disabilities and English as an additional language are met. The childminder speaks with other providers where children attend who deliver the Early Years Foundation Stage (EYFS) to children in her care, enabling her to build on and extend their learning experiences. The childminder has developed a very effective self-evaluation which clearly reflects the service that she offers, identifying her strengths and areas of development. In addition, she has addressed the recommendations made at the last inspection. As a result, the childminder demonstrates a strong capacity for maintaining continuous improvement.

The childminder has a very good understanding of the EYFS and this is implemented very well in her setting. Children are valued as individuals and the childminder speaks with parents before children begin to ensure that she can establish their starting points, enabling her to provide toys and activities that meet and support their learning and needs. Excellent relationships are in place with parents and she takes time to offer feedback at the end of every day on what children have done and the progress they make. They have access to a range of useful documentation, such as policies and procedures, and are able to access the individual files that the childminder completes for all children, which contain photographs, examples of children's art work and observations and assessments of what children have been doing in her care.

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

Children make excellent progress in their learning and development, given their starting points and capabilities, which is fully supported and promoted through the childminder's excellent knowledge and understanding of the EYFS. The childminder plans activities really well, ensuring that there is a balance of adult-led and child-

initiated opportunities. For example, resources are easily accessible which enables children to utilise these to support their learning, for example, when building dens. She observes what children do to enable her to link this to the appropriate area of learning in order to assist her in planning the next steps in for children, to appropriately challenge and extend their skills.

Children are extremely happy and very settled in the childminder's home. They are able to freely and independently access the very good range of toys and activities to support and extend their own ideas in all that they do. This is supported appropriately by the childminder, who interacts well with the children and understands when to offer support and when to stand back and watch the children experiment. For example, a child was busying themselves with the dough and cutters; they rolled a ball shape and then made sausage shapes, attaching them to the rolled ball, stating to the childminder, 'I've made a spider'. Their sense of belonging increases as they look at their learning journeys that the childminder has put together; looking at photos and recalling what they did in each one. The childminder takes time to find out about children's interests and what they like to do, which is clearly visible in the well-organised, child-friendly environment. Flexible planning is completed around the interests of the children ensuring that they are able to initiate their own ideas and build on their interests. Children enjoy a range of outdoor activities both in the garden and the local community and plans these to meet the needs of all those that attend, ensuring that all children participate in physical exercise at some point in their day.

Children's skills in problem solving, reasoning and numeracy and creative development is very good. For example, a child was observed to roll a piece of dough into a ball, roll other pieces into thin sausage shapes and begin to place them on the ball, stating to the childminder 'I've made a spider, it needs six more legs'. In addition to this, children enjoy putting the train set pieces together unsupported and use a range of puzzles and games. Children create freely and for a purpose as they access a good range of craft materials. Their achievements are then displayed to enable children and others to view them, increasing their self-esteem. Children's communication skills are excellent and they converse freely with the childminder and visitors, explaining what they like to do and what they have done. In addition to this, they know that print carries meaning, for example, a child ran their finger along the words as they were 'reading' to the inspector what the childminder had written in their learning journey, successfully recognising their own name and spelling this out. They handle books well and enjoy listening to stories. Their mark-making skills are very good as they write their name and use a range of media, such as paints and dough to explore this further.

Children are very confident in all that they do. They behave well and listen as the childminder explains clear and consistent messages to ensure that children understand what is expected of them. This is supported through a very calming approach from the childminder, which in turn, reflects the behaviour and attitude of the children. All children are treated equally and are developing a good understanding of the diverse needs and beliefs of others around them. This is promoted through their access to resources and activities such as play figures, books and pictures displayed around the setting to encourage them to ask questions and gain an insight into the needs of others. A map of the world in

displayed and children bring in postcards from holidays they have been on and look for these places on the map, increasing their awareness of the wider world. Further to this, various festivals are looked at throughout the year, helping them to learn about other cultures.

Children's welfare and safety is fully supported. They feel safe within the childminder's home and confidently access all areas independently and with ease. For example, as the childminder was talking to me the three-year-old child present took themselves to the toilet, remembering to flush the toilet and wash their hands without being prompted. Consequently, children's personal hygiene skills are very good. Children remain healthy as they have a varied and balanced diet, which is provided by the childminder and parents. The childminder talks to parents about appropriate foods that should be given to children, ensuring what they are offered is balanced and nutritious. Children begin to learn about safety when out and about as the childminder talks to them about crossing roads safely and ensures that children are aware that they need to listen to her to keep safe. In addition to this, children learn about fire safety within the home as regular drills take place to enable them to know how to get out of the house safely in an emergency.

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	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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