

Inspection report for early years provision

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Inspection date	13/04/2011
Inspector	Alison Edwards
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 registered in 2007. She lives with her husband and two children aged eight and 11 years old in a house in Kibworth, Leicestershire. Children use the ground floor of the house for play, with access to a bedroom and bathroom facilities on the first floor. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children aged under eight years, including three in the early years age range. There are currently three children under the age of eight on roll, all of whom are in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register to care for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and confident in this welcoming family home. Good relationships with parents help to ensure that the childminder has a good understanding of each child's individual circumstances and needs. The childminder systematically reviews her practice and makes ongoing use of relevant local training to ensure that she has effective systems in place to deliver the Early Years Foundation Stage. Consequently, there are good arrangements to promote children's welfare and to help them make good progress in their learning.

What steps need to be taken to improve provision further?

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

- explore further ways to regularly share information about children's development and learning with other early years settings which they attend
- explore further ways to promote positive attitudes to diversity to help challenge children's thinking and encourage their recognition and respect for diversity from an early age.

The effectiveness of leadership and management of the early years provision

Childminding is organised effectively overall to promote children's welfare and well-being. Required records relating to children's contact, personal and care details are methodically maintained, helping to underpin the safe management of their individual needs. Comprehensive policies and procedures are in place. These underpin the childminder's clear understanding of her responsibilities, for example, with regard to the management of any emergencies, such as a lost or uncollected child. The childminder maintains clear records of the circumstances, nature and management of any accidents, and recognises her responsibility to notify the relevant agencies promptly in the event of any serious injury. The childminder has

a good awareness of what child abuse and neglect are. She is clear on the procedures to be followed in the event of any concerns about a child or any allegation of abuse, enabling her to act in children's best interests in any such circumstance. The childminder's home and garden provide a secure and welcoming environment, enabling children to confidently access a good range of interesting play activities. The childminder has undertaken training on the use of risk assessments, and maintains a concise record of aspects of the home and garden which are checked on a regular basis. She undertakes and records risk assessments for each type of outing, such as trips to local parks, reviewing these to take account of any incidents, such as accidents.

Well-established and positive relationships with parents help to promote continuity and security in children's care. The childminder provides prospective parents with a range of useful material about her household and her childminding service, and seeks information from them about each child's initial needs and abilities. This helps to ensure that there is a good shared understanding of arrangements for children's care and of their individuality. There are sound practical arrangements to share relevant information about daily events and experiences with other early years providers which children attend, such as pre-schools. However, partnerships with these settings are not yet fully effective in sharing information about children's changing abilities and interests in order to fully extend challenge and progression in their development. The childminder is aware of the value of liaison with other agencies, such as health professionals, to support the inclusion of any children with special educational needs and/or disabilities. Children already enjoy a variety of activities and experiences reflecting different cultures and lifestyles, such as, stories and creative activities linked to different festivals. However, the childminder is not yet fully confident on ways to fully promote children's recognition and respect for all aspects of diversity from an early age.

The childminder has taken effective steps to address the single recommendation from her previous inspection by involving children in regular fire drills, helping them to understand how to act safely and sensibly in an emergency. She has systematically reviewed her childminding arrangements using the Ofsted self-evaluation format, helping her to gain a good overview of the effectiveness of her current practice and to identify further areas for development. She makes continued use of available local training to extend her skills and knowledge, for example, in relation to the management of children's behaviour. Consequently, she demonstrates a continuing commitment to ongoing improvement.

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

Children are confident and secure in the childminder's care, quickly settling into their play on arrival. They show good levels of concentration and interest in their activities, for example, as a toddler deliberately and purposefully fits puzzle pieces together. Children across the age range learn to cooperate and care for each other, for example, as younger toddlers and older children enjoy sharing favourite books together. The childminder consistently implements simple house rules, such as sitting at the table for meals, helping children understand what is expected of

them. She encourages children to care for their environment by helping to water seeds and plants that they are growing, She helps them to safely develop independence in skills, such as using small dessert knives to cut fruit. Children begin to learn about safety in the wider world. For example, the childminder talks with them about stranger danger and involves them in thinking about aspects of road safety, such as, why they need to keep to the inside of the pavement when walking.

Arrangements to promote children's health are good. Flexible agreements on provision of meals enables parents to provide meals fully reflecting individual and family needs and routines. All parents receive a copy of the childminder's healthy eating policy to help ensure a shared understanding of the value of a nutritious balanced diet. If providing meals herself, the childminder provides a balanced and nutritious menu taking account of children's individual dietary needs and preferences. Children enjoy trying different healthy foods, such as, blueberries, strawberries and lettuce, which they sometimes help to grow. The childminder makes good use of local facilities, such as country parks, to help children to develop their sensory awareness. For example, toddlers enjoy listening to and identifying the different sounds which they hear. They explore how they can themselves create noises in different ways, such as 'scrunching', through autumn leaves. The childminder uses her observations of children's individual activities to identify ways to extend specific physical skills, such as encouraging catching and throwing activities.

The childminder has a good understanding of the value of practical play in helping to support all areas of children's learning. She is establishing good use of diaries and captioned photographs to record many aspects of children's development, enabling her to identify flexible plans for their future learning. Consequently, children benefit from a broad and varied range of activities and experiences inside and outside the home. For example, young toddlers enjoy purposefully selecting different colours and shapes of wooden blocks to make towers, gaining a practical awareness of shape and size. The childminder makes effective use of simple props, such as finger puppets and bath toys, to extend children's problem solving and number awareness in songs. Pre-school children readily use spoken language and their own spontaneous drawings and 'writing' to recall recent experiences, such as going to buy new shoes. Planned activities, such as a 'mini-beast search' help children to observe and compare different creatures, while periods of wintry weather provide unplanned opportunities for them to compare snow and ice and investigate melting and freezing water. Children learn about aspects of everyday technology as they use toy phones and tills in simple pretend play, or as they use switches and buttons on cause and effect toys to purposefully create sounds and lights. Children across the age range enjoy moving to music, for example, when using dance mats, or when pretending to be different animals.

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	3
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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