

Inspection report for early years provision

Unique reference number	EY350765
Inspection date	28/02/2011
Inspector	Diane Ashplant
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 registered in 2007. She lives with her husband and three children aged four, eight and ten years on the outskirts of Hinkley in Leicestershire close to schools and other local amenities. The whole of the childminder's house is available for childminding although this generally takes place on the ground floor. There is an enclosed garden for outdoor play. The family have a dog and a hamster.

The childminder is registered to care for a maximum of four children at any one time and is currently minding a total of four children on a part-time basis, all of whom are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local nursery and attends a variety of early years groups. The childminder holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming family environment where children's welfare, learning and development are generally very well met. She works closely with parents to get to know children's individual needs and offers an inclusive environment to support all children. She shows a good commitment to continuous improvement through training and uses some systems to reflect on her practice. Partnership with parents is strong and there are good links in place with others to support outcomes for children.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure it covers anything with which a child may come into contact including playing outside the house and on different outings
- improve inclusive practice by exploring a range of strategies to promote effective non-verbal communication.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her role and responsibilities in protecting children from possible harm or neglect. She has completed a recent training course to further develop her knowledge and awareness in this area. The childminder maintains a very safe and hygienic house where all hazards are very well addressed and she carries out all necessary

procedures such as safe collection to further support children's welfare. She is alert to risks and records her daily check. She has a written risk assessment but this does not cover all aspects of the children's day, such as playing outside the house, or include the different outings which means not all hazards may be highlighted. She is aware of ensuring that adults around children are either well supervised or appropriately checked. The childminder has a good commitment to her own professional development and has completed a range of courses including her level 3 National Vocational Qualification since the last inspection. She reflects on her practice in a variety of ways including using parental questionnaires and has made some changes to incorporate other methods she has observed to be more effective.

Children are cared for in a welcoming family home and have access to a wide range of resources and move freely between different rooms as they play. However, strategies to support inclusion and independent selection through non verbal communication are not fully developed. Children enjoy additional opportunities through outdoor play and attendance at different groups and local facilities like the library and the park. The childminder works closely with parents so she gets to know children's individual preferences and characters. Although she has not had any experience of supporting those with more specific needs, she has a positive attitude to this and knows the importance of liaising with parents and other professionals as appropriate.

Partnership with parents is good and information is shared regularly through verbal and written means and also some displays. All parents receive a copy of the policies and are encouraged to read their children's development folders which record observations and photos of children at play and activities enjoyed. The childminder has very strong links with the local school and nursery and shares information such as learning journeys and newsletters or uses the daily contact book to fully support each child and ensure a consistent way of working.

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

Children are happy and well occupied in this family home where they make warm and positive relationships with the childminder and other family members and where their overall development is well supported. Their health is excellently promoted through the high standards maintained by the childminder and the encouragement given to individual routines such as hand-washing with individual face flannels. Children are encouraged in healthy eating choices and have access to drinking water at all times. They benefit from daily walks in the fresh air or physical play outside in the garden, riding on bikes or practising ballet and exercise movements. Children learn about safety through general reminders and by observing clear routines, for example, when walking to and from school or when taking part in fire drills. Children's behaviour is good as they receive lots of positive engagement and encouragement to help them develop their self esteem. They are learning to play well together and to share toys and take turns and often spontaneously use good manners. Children are learning about their local community through regular visits and trips, and are developing an understanding

of the wider world though a range of play resources and activities around the different celebrations.

The childminder provides a stimulating environment for young children with a wide range of resources to support their play and learning. She offers a very good balance of free choice and adult involvement and she is aware that after a busy session at nursery children need a less structured routine. She instinctively engages with children to support their play and interests and extends their learning through appropriate questions and prompts. Children have a range of construction games and puzzles to support their problem solving such as match cards, and numbers and shapes are used throughout the daily routine. They enjoy the social experience of playing games and reading books together and their language and early reading skills are well supported through songs and rhymes. They are confident talkers and eagerly choose their own nursery rhymes to sing out loud or share events from home like the arrival of a new puppy. Children play well together or on their own and develop their imagination and creativity through lots of role play and creative activities. For example, they love spending time in the various dens and tents where they mimic adult roles. Children enjoy looking at nature in the garden and as they walk to school or take a great interest in the local road developments and the machinery used.

The childminder knows the children well and therefore provides appropriate activities to support the play and learning. She makes learning fun and engages with enthusiasm in their play so they are confident to participate and rise to challenges to try new things. The childminder uses observations along with photos effectively to show children's progress and to identify and plan for their next steps and includes these with items of their work in their development folders to share with parents.

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	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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