

Inspection report for early years provision

Unique reference number	EY380912
Inspection date	19/08/2009
Inspector	Claire Jenner
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her son aged three years in a village in Leicestershire. The whole ground floor of the childminder's house is used for childminding and there is level access to the property. There is a fully enclosed rear garden for outside play. The childminder walks to local schools to take and collect children. She takes children to the local library and park. The family have two pet rabbits.

The childminder is registered to care for five children at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. All of whom attend on a part-time basis. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe and welcoming family environment for all children. She works closely with parents ensuring relevant information is exchanged which enables her to ensure children's individual needs are met. Overall, most of the required policies and procedures for the safe and efficient running of her service are well maintained. The childminder shows a commitment to ongoing improvement through the attendance at relevant training. However, systems for effective self-evaluation to monitor and evaluate her practice are new and informal.

What steps need to be taken to improve provision further?

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

- enhance systems to further develop planning to provide experiences that identify learning priorities for each child and which cover all areas of learning
- extend systems to self-evaluate and monitor practice to continue to bring about improvements to ensure the individual needs of children are met.

The leadership and management of the early years provision

The childminder has developed a clear knowledge of the Early Years Foundation Stage and is able to implement it effectively in order to promote children's welfare and learning. She keeps up to date with current childcare practices by attending relevant training. The childminder has begun to look at her own provision and develop systems for self-reflection to enable her to evaluate her practice. However, these are in the early stages and do not yet clearly identify areas for improvement or demonstrate how the views of parents are included in the process.

Positive relationships exist between the childminder and parents as the childminder involves them in their child's care and learning. A clear settling-in process is in place which provides children and their parents with time to settle and feel comfortable in the childminder's home. Parents are encouraged to share information on their child's individual routine and care needs. The childminder provides a good range of policies and procedures to parents to ensure they are kept fully informed of her role and responsibilities. Ongoing daily verbal feedback ensures parents continue to be kept informed of their child's progress which allows them to support their children's welfare and learning at home.

The childminder has a good understanding of the procedures for safeguarding children and knows how to recognise possible indicators of child abuse and whom to refer any concerns to. However, the childminder does not maintain a safeguarding procedure in writing. Her home is well organised to provide sufficient space for the children to play comfortably. Children have good opportunities to make choices in their play, as they have easy access to a range of age-appropriate toys and resources within the identified play space. Children are kept safe as the childminder understands what she needs to do to maintain their safety. She keeps written risk assessments and visually assesses the environment daily to ensure any potential risks to children's safety are addressed appropriately.

The quality and standards of the early years provision

The childminder provides good support to children to enhance their welfare and learning and as a result they make generally good progress. She understands about their developmental stages and the need to respond to their individual abilities, so helping them to feel confident and valued. The childminder has developed systems to enable her to observe and assess children in order for her to identify what they have done and need to do next. In addition to this she has begun to implement some planning. However, the plans are predominantly adult-led and themed based activities which do not fully reflect children's ideas and interests. As a result, not all children's individual needs are consistently met.

Children's early communication skills are promoted through everyday conversation as the childminder talks to them during play about what they are doing and by recalling previous experiences. She introduces books and rhymes to encourage children to listen and extend their language further. Regular trips to the local library provide children with opportunities to choose books that are of interest to them or for the childminder to introduce new ideas and concepts. They enjoy physical play on a daily basis with easy access to the rear garden with a range of suitable toys and resources or with regular trips to the local park. Young children are well supported as they practise their early walking skills as the childminder supports them as they move around the furniture and then applauds their achievements. Children's awareness of number is well promoted and children are eager to demonstrate their counting skills as they play. The childminder introduces new ideas in everyday activities, such as counting the bricks and singing number rhymes and songs. Children enjoy a balance of activities both in and outside of the home and where they begin to learn about the wider community. Visits to the local garden centre and nature walks in the local area provide them with opportunities

to explore the natural world.

Children's health is well promoted as the childminder provides a range of healthy meals and snacks. She works closely with parents to ensure all children's individual dietary requirements are met. Children are encouraged to follow good hygiene practice in their everyday routines, as they are gently reminded to wash their hands before eating or after visiting the toilet. Children learn to keep themselves safe as the childminder reminds them how to use equipment safely. For example, climbing the slide by the steps and applying sun-cream in hot weather. Children behave well and the childminder ensures they are clear about the simple house rules and her expectations. For example, sitting at the table whilst eating and by encouraging children to tidy away and look after equipment. Children are confident and have good self-esteem because they receive lots of praise from the childminder. They are encouraged to be independent and develop their own self-help skills. Children can move freely around the room and make their own choices of what they wish to engage in.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect (Arrangements for Safeguarding Children). 02/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for Safeguarding Children). 02/09/2009