

Inspection report for early years provision

Unique reference number	EY395608
Inspection date	13/04/2010
Inspector	Patricia Bowler
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 2009. She lives with her husband and two children, aged six and nine years, in East Goscote, Leicestershire. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of five children at any one time. Three of these may be in the early years age group. The childminder is currently minding three children in the early years age group and one child in the older years age group. She also cares for children over eight years.

The childminder is a member of the National Childminding Association. The family has a pet cat and a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage, which is successfully implemented to support children's learning and development. Children are actively involved in a range of activities, learning through play in a fully inclusive environment. Children's welfare is maintained and supported by good partnerships with parents to ensure continuity of care. The childminder continually strives for improvement through training and self-evaluation in order to enhance all aspects of her childminding service.

What steps need to be taken to improve provision further?

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

- record details of emergency evacuation drills to identify any problems encountered and how these are resolved
- develop further the systems to record the views of parents on the care and education provided to enhance current working practice.

The effectiveness of leadership and management of the early years provision

Established policies and procedures keep parents fully informed. Parents play an active role in information sharing, to identify and ensure children's individual needs are met. Their values and contributions are regularly discussed so specific requirements and routines, likes and preferences are reflected in the activities and resources provided. However, these have yet to be included in self-evaluation processes to acknowledge identified strengths and areas for improvement. The childminder has a secure understanding of safeguarding and knows the steps to take should she have any concerns. Checks are complete to ensure all adults in the

household are suitable, and vigilant arrangements ensure children are not left unsupervised with visitors. Accurate attendance records denote children's arrival and departure times, and relevant safety measures minimise any hazards. For example, protective foam around the fireplace reduces the risk to children should they fall onto it. Comprehensive risk assessments ensure children are safe within the home and on outings. Annual review processes are dated to record when they have taken place in order to identify ongoing issues and resolutions to maintain children's safety and welfare. The childminder is continually monitoring her working practice to improve outcomes for children with a committed approach to her own personal development. Training courses, in risk assessment, health and safety, food hygiene and working effectively with parents, support children's welfare and child development, and the Early Years Foundation Stage introduction to observation, assessment and planning and behaving positively and having fun actively, promote children's learning and development.

The childminder provides an inclusive service, promoting positive attitudes to diversity and difference and supporting children's emotional development. Diversity is actively promoted through positive images and a range of toys. Books also sensitively help children to understand and gain control of their emotions.

Parents receive detailed information about the setting. Useful information from parents is gathered at the start of the childminding arrangement to ensure children's individual needs are met through the use of 'All about me' forms. Parents have access to the children's learning journals, where both photographic and written observations record various activities, children's involvement and their next steps in learning. Parents contribute with information from home, and very effective communication with all providers of the Early Years Foundation Stage supports children's ongoing development.

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

Children remain safe through effective security systems and simple house rules. They engage in regular emergency evacuation practises, developing knowledge and understanding of what to do should the need arise. However, these are not recorded to identify any problems and how these can be resolved to support their safety. Children develop an awareness of boundaries through consistent methods to manage behaviour, and build confidence and self-esteem through a sensitive use of praise and encouragement.

The childminder organises her day meticulously to meet children's individual care routines and preferences. They return from pre-school to enjoy their lunch in picnic style, on a mat in the lounge, which they independently organise. They eagerly discuss the activities they have been involved in and watch a favourite television programme before moving off to play. A wide range of toys and resources support children's play and are easily accessible in the conservatory, so they can self-select and steer their own play. Activities, such as planting and tending seeds, help children to understand growing processes and they talk knowledgeably about the sun and water needed to facilitate this. They engage in

creative activities, making good use of recyclable materials and their pictures are imaginatively displayed within the home to value their achievements.

Children make rapid progress towards the early learning goals through innovative activities which cover the six areas of learning. They settle well, freely accessing resources, including the computer where they demonstrate high levels of independence and dexterity locating and enjoying games on age appropriate networks. Children relate very well to the childminder as she listens to what they say, engaging them in conversation to think about what they are doing. They regularly visit the local library, choosing books for shared stories. They look at these alone, re-telling stories from the pictures and gaining pre-reading skills to link text to meaning.

Children have successfully developed skills to address their personal needs and know to wash their hands to minimise cross infection. They recognise their own towels on low level pegs and activate liquid soap dispensers. Shoes are removed in the hall and children hang their coats and personal belongings on identified coat hooks. Healthy eating is promoted and children benefit from fresh fruit, vegetable sticks and monitored treats to supplement parental provided meals. Accurate records identify specific dietary requirements to further enhance their health and welfare. Children enjoy daily outdoor play in the very well-resourced garden, and make use of nearby green areas for extended physical activities.

Children enjoy regular outings, including to the local carer and toddler group and local dance class for young children. They develop an awareness of keeping safe in the community, including road safety procedures and age appropriate awareness of stranger danger.

Children become critical and active learners through regular opportunities to express their imagination through a varied range of role play resources and small world toys. They develop an acute understanding of the wider world through the celebrations of family cultural background. They engage in discussions and learn through active play, with positive images of diversity in play equipment, resources and books.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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	1
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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