

Inspection report for early years provision

Unique reference number	EY396435
Inspection date	16/02/2010
Inspector	Ros Church
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 was registered in 2009. She lives with her husband and two school aged children in a large village near Loughborough, Leicestershire. The whole of the ground floor of the childminder's home is used for childminding, with accessible toilet and hand washing facilities available within this area. There is an enclosed rear garden for outdoor play. The family has a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time. Currently there are three children on roll; all are in the early years age range. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming home environment where children are happy and settled. Children participate in a varied range of stimulating activities which allow them to make good progress in their learning and development. All aspects of their welfare are promoted effectively, including robust arrangements to keep them safeguarded. The childminder successfully promotes an inclusive service, working closely with parents and other providers to ensure children's individual needs are well-met. She effectively evaluates her practice and demonstrates a clear capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop further the outdoor area with reference to extending the opportunities for children to use the garden
- develop further children's observational assessments, providing regular opportunities for parents to contribute
- develop further the links with other settings and share relevant information to ensure continuity and progression of children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is well-organised and has a professional approach to her childminding. Children play in a safe and secure environment due to the childminder's thorough understanding of assessing risks in the children's surroundings, and she ensures written records are in place to support this. Any potential hazards are clearly identified and appropriate action is taken to minimise risks. The childminder has a good understanding of the Safeguarding Children Procedures and knows how to implement these to protect children; she has

attended a recent course in this area which helps her to keep up to date with the procedures. The childminder has a good range of written policies and procedures which effectively underpin her practice and promote children's health, safety and welfare. These are clearly understood and shared with parents.

The childminder provides an inclusive, safe and accessible environment for the children. Children have good access to play resources and books, which are stored on low shelving within the living room, this enables them to make independent choices in their play. Books and little people figures, as well as using local toy libraries well to extend the range of resources, help children become aware of and explore ethnicity, language, religion and culture. There is a fully enclosed garden which is accessed from the living room, this area is all on one level, has a decking area, lawn and small vegetable patch, however, the garden is not used to its maximum potential for children's learning throughout the year.

The childminder develops good relationships with the parents, which ensures the children settle well and have their needs met. She obtains required information from the parents to ensure she is able to meet children's individual needs and care, and she shares daily information with the parents' on the care their child receives and their progress. Each child has an individual folder where their personal information is stored, this helps to maintain confidentiality. The childminder has a positive attitude towards working with other providers who also deliver the Early Years Foundation Stage (EYFS) to children in her care, and is in the early stages of developing links with them to ensure continuity and progression of children's learning.

The childminder has a positive approach to improving her service, to benefit both children and their parents. She has started to use the self-evaluation form to help her identify strengths and areas for improvement, she values feedback from the parents. She is committed to attending training and workshops, which enables her to develop her knowledge and the care and learning offered to the children.

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

Children are happy and enjoy their time with the childminder. Their welfare, learning and development are successfully promoted because the childminder has a good knowledge of their individual interests and development. She takes these into account when planning activities and provides a good balance of both adult-led and child-initiated activities which cover all areas of learning. The childminder interacts well with the children; she encourages and extends their learning, ensuring there are a good range of resources available. Children's language is developing well, as the childminder talks to them at a level which is appropriate to their development. Children are able to select books independently from the book-shelf or book box, they enjoy looking at books and sharing these with the childminder and other children. Their creativity is encouraged as a good range of activities, which include painting, sticking, box modelling and cooking, are provided. The childminder is developing observational assessments that help to identify what children can do. However, parents do not yet have opportunities to

contribute to these records to help build on what children know and identify the next steps in their learning.

Children's health and well-being are promoted effectively because the childminder promotes good hygiene practices to reduce the risk of cross-infection. For example, good procedures are followed when changing nappies. Children learn about healthy eating as nutritious meals and snacks are provided, these are discussed with the parents to ensure each child's dietary requirements are met. Activities, such as cooking, further promote their understanding of eating healthily; these activities also provide a wide range of learning opportunities. For example, when children help to prepare the pancake mixture, they learn about what ingredients are required, they measure and mix the ingredients, taking turns in this process, they observe the changes in the ingredients as it cooks and learn about safety. Children enjoy physical activities within the home and on outings, such as to local parks, where they use the wide range of play equipment. Outings within the local area enable children to learn about the environment and to socialise with others such as when visiting toddler groups. Children learn about keeping safe as they learn about road safety and safety within the home, such as learning about fire evacuation. To promote children's understanding further, the childminder carries out activities, such as visiting the fire station, and provides story books appropriate to the child's level of development. As children learn to tidy away after playing with an activity, they learn about making the environment safe for themselves and others. Children learn to respect and value one another and to play cooperatively together. The childminder is a good role model and promotes children's positive behaviour by using praise and encouragement, this helps to develop children's self-esteem and confidence.

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	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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