

Inspection report for early years provision

Unique reference number	EY403291
Inspection date	29/06/2010
Inspector	Kate Bryan
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 lives with her husband and one child aged three in Kirby Muxloe, Leicestershire. The whole of the childminders home is used for childminding and there is a fully enclosed 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 at any one time and currently there are two children on roll in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a good quality service because the childminder works well to understand their individual needs. She achieves this by working closely with their parents and taking regular details about children's changing needs. She has a very good understanding of the Early Years Foundation Stage and planning ensures children make good progress in all areas of learning. The childminder uses reflective practice well and sets action plans to enable her to progress her service and to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop arrangements to work with others who deliver the Early Years Foundation Stage to children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to protect children and has a clear policy in place which all parents see and sign to say they have read. It includes procedures for responding to any allegations she may receive and the authority to contact with any concerns. She also ensures all adults are vetted and children are never left with anyone who has not been cleared.

The childminder uses self-evaluation well to continuously monitor her provision and sets actions to improve her service, for example, improving planning. She has a good commitment to improving her own knowledge and expertise and keeps current with new initiatives in childcare which she achieves by attending training in the Early Years Foundation Stage. Her professional development is shown by the courses she has attended which include first aid, the 'Introduction to Childminding Practice' course, paediatric first aid and food hygiene, she has also identified

further training, such as safeguarding, to extend her practice. The childminder is a qualified teacher and also has a level three qualification in childcare.

The childminder has good systems in place to promote children's safety and daily checks ensure that all areas of the home, garden and resources are safe for use. A comprehensive risk assessment supports this practice and also promotes children's safety on outings where the childminder takes a first aid kit and a mobile phone to further protect them. The childminder has organised her home well so children have free-flow between the play room, lounge and kitchen/dining room. They also have free-flow into the garden which promotes their confidence well as they explore their environment. Resources are easily accessible and many are stored in boxes with pictures of the children using them which promotes confidence as they make their own choices.

A comprehensive range of policies and procedures are in place and these are shared with parents so they know how their child is cared for. A daily diary also keeps parents well informed of children's progress and they have the opportunity to complete a three monthly review about the service to help the childminder reflect upon her practice. The childminder understands the importance of working with parents but arrangements to work with others who deliver the Early Years Foundation Stage to children are not as effective as possible.

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

The childminder has a very good understanding of the Early Years Foundation Stage and effective planning is in place to ensure that children have a good balance of adult-led activities and those they can choose for themselves. The childminder takes information about children's starting points from parents and these are clearly linked to the areas of learning so she can build on what they already know. Detailed observations are in place and the next step in children's learning is clearly identified so each child has an individual learning journey.

Warm relationships are in place between the childminder and the children who are happy to involve her in their activities, for example as they look at tomatoes in the greenhouse. They also look with delight in the 'Bug House' to see what creatures are crawling under logs. Children also enjoy playing with a series of sawn off downpipes which they can drop things through or hit to make different sounds. Children's developing physical skills are well supported by regular trips to the park where they have access to swings and climbing frames which promote challenges and there is also a good range of toys in the garden, for example, scooters and balls. The garden area is used very well to support children's learning and they enjoy using a chalk board for mark-making and have made streamers which are attached to trees.

Children enjoy snacks of fruit and drinks are easily accessible in beakers which helps them to learn about their own needs well. Activities, such as cooking, also helps children to learn about healthy eating and they also grow and pick vegetables and fruit. Good hygiene procedures, such as hand washing, are

promoted to prevent cross-contamination and children use liquid soap and an individual flannel to help them learn about hygiene routines.

The childminder uses simple rules to help the children learn about good behaviour, for example, sharing, and they respond well to this. They are also learning to play cooperatively together as they understand that rules make playing fun. Children enjoy outings in the local community, for example to parks, the zoo, a farm and shops, and the childminder also helps them to understand about the wider world. This is achieved as they play with instruments and utensils from other cultures, such as chopsticks.

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