

Inspection report for early years provision

Unique reference number	EY436730
Inspection date	09/07/2012
Inspector	Kate Bryan
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2011. She lives with her husband and two children, aged 12 and nine years, in Glenfield, Leicestershire. The whole of the ground floor of the childminders home is used for childminding and there is a fully enclosed garden for outdoor play. The childminder walks to local schools to take and collect children. The family has a pet dog.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time, of whom, three may be in the early years age group. There are currently seven children child on roll, of whom four are in the early years age range. The childminder can also offer care to older children.

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 make generally good progress in their learning and development because the childminder uses activities and resources which engage them. Developing partnerships with parents and other professionals ensure all children's needs are well met. This means children are content and happy with the childminder. All required policies and procedures are in place to support the childminder's practice. Systems to evaluate the setting are used effectively to identify areas for further development. This is the first inspection since registration.

What steps need to be taken to improve provision further?

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

- develop arrangements to determine children's starting points so their strengths and interests can be built on
- develop further systems to share information and offer support for parents to extend their child's learning in the home.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities to safeguard children and has attended training in this area. She is clear who to report concerns to and a policy is shared with parents so they know how their children's safety is maintained. All adults in the household have been appropriately checked to ensure they are suitable and this enhances measures in place to protect children. Thorough risk assessments are in place for all areas of the childminder's home and

garden which promote children's well-being. Their awareness of being safe is also promoted as they learn to cross the road and not to jump on furniture in the home.

The childminder's home is organised to ensure children can easily access a wide range of resources. The play room is decorated with examples of their work which gives them a good sense of belonging and makes them feel valued. The childminder has a relevant level 3 childcare qualification and has undertaken a range of other training which demonstrates her commitment to improving her service. Good systems are in place to identify areas for development which can drive improvements.

Parents are fully informed of their children's time at the home via daily sheets and they can access their 'Learning Journeys' at any time. However, systems are not yet fully established to help parents continue to support their children's learning at home. The childminder has a wide range of policies and procedures which are shared with parents so they know how their children are cared for. Parents also share relevant information with the childminder so she can provide an environment that is geared to meeting children's individual needs. She ensures there are positive images to challenge their thinking and to help them embrace differences between cultures. The childminder has a good understanding of how to support children during transitions by sharing information with other providers to promote continuity of care.

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

Children are making good progress towards the early learning goals because the childminder has a good awareness of the Early Years Foundation Stage. Informal planning ensures there is a good balance of child-initiated and adult-led activities which promote children's curiosity and learning. Observations are used well to identify what children can do and the next steps in their learning are planned from these. However, children's starting points are not linked to the areas of learning which means their progress may not be as effective as possible.

Children's language is well promoted because the childminder talks to them about what they are doing and extends their vocabulary as they look at books together. They freely choose crayons and draw 'helicopters' which promotes their pencil control and pre-writing skills effectively. Children enjoy trips to play groups and soft play sessions which provide them with an awareness of the local community and the opportunity to socialise.

The enabling environment allows children to make their own decisions and choices about their play. They happily move between activities and resources which also helps them to learn to negotiate space and their movements. A young child develops his physical skills as he crawls across the floor and pulls himself upright using furniture. Older children enjoy using large equipment, such as, swings and a climbing frame that promote physical challenges. Children learn how to use

numbers because these are built into routine activities and baking cakes gives them the chance to weigh and measure quantities. An awareness of information technology is effectively promoted as children enjoy using a good range of cause and effect toys.

Children learn about being healthy through routines, such as, hand washing, during which they use liquid soap and paper towels, this reduces cross-contamination well. Children gain a good awareness of their own needs because the childminder supports their growing independence, for example, by letting them feed themselves. Snacks of fruit ensure children have healthy options and the childminder encourages them to try different fruits to extend their experiences.

Children have regular opportunities to develop positive and caring attitudes towards each other. For example, the childminder reminds an older child not to get the small bricks out because the younger child may swallow these. The child happily accepts this and chooses another toy to play with. The childminder helps children to be aware of differences and to respect these as she acknowledges a range of festivals. Activities, such as, eating noodles and using chopsticks during Chinese New Year, provide a fun way for children to learn about other cultures and beliefs. Overall, children are developing a good platform on which to base skills for the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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