

Inspection report for early years provision

Unique reference number	EY441681
Inspection date	24/07/2012
Inspector	Alex Brouder
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 2012. She lives with her partner and one child aged two years in Huncote, Leicestershire. The whole of the ground floor and two bedrooms and bathroom facilities on the first floor are used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She currently has one child on roll in the early years age range. The childminder also offers care to children over five years. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder has a qualification at level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, homely and inclusive environment is provided in which all children are well cared for. A broad range of age-appropriate toys and resources are available for the children to use in accessible areas, supporting independent play. Overall, children make good progress in their learning which the childminder supports through worth-while interactions. All required policies and procedures are in place which supports safety and well-being within the home. Good partnerships with parents and carers exists supporting children to settle well. Systems to evaluate the provision are developing well, enabling the childminder to reflect on her practice and promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further methods of undertaking sensitive observational assessments in order to plan activities to meet young children's individual needs, offering appropriate challenge, helping them to progress in all six areas equally
- ensure that all opportunities are used to extend and develop children's development across all areas of learning, in particular, within problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Children are safe and protected from harm as the childminder has a good understanding of child protection procedures and what to do should she be concerned for a child in her care. Further to this, all persons over 16 have completed appropriate checks to ensure that they are suitable to be in the proximity of children. She has attended training within safeguarding and shares her policy and procedure with parents to ensure they are fully informed of her responsibilities. Robust risk assessments are used to assess potential areas of risk to children in and around the home as well as on any outings. Thus children's safety is well supported.

Partnerships with parents and carers is good. They receive good quality information about the setting, along with completing a range of documents about their child, enabling the childminder to support their individual care needs. Parents are invited to share their views on the childminder's service, through daily discussion and in writing, and the childminder keeps them updated about the progress their child makes. They feedback their comments stating that they are very secure in the knowledge that their children are happy in the home environment provided by the childminder. The childminder does not yet care for children who attend other provisions that deliver the Early Years Foundation Stage, but has good systems in place to liaise with other settings and professionals should this arise.

The childminder has a positive attitude towards inclusion and maintains a clear equal opportunities policy. She has introduced a range of activities that support children's increasing awareness of the wider world. As a consequence children's individual needs are met well. The childminder is clearly committed to continually improving and developing her practice, through on-going training and reflecting on ways to improve the outcomes for children. She has begun to use the Ofsted self-evaluation form to assess her practice and highlight plans for the future.

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

Children are relaxed and happy in the setting which is supported by the warmth and positive interactions of the childminder. She includes herself in the children's activities, offering encouragement and praise, but also recognises the importance of standing back, allowing the children to form their own ideas as they play. Consequently, children are confident and able to make choices in their play. The childminder knows the children well, which is reflected within the range of interesting and worthwhile play activities offered. However, there are times that children are not challenged effectively, which may lead to gaps in their learning and development. Observations on children's play are regularly completed to monitor their progress, but do not yet fully reflect all areas of learning. Despite this, children make good progress in their learning and development.

The childminder listens to what children have to say, engaging in age-appropriate conversations to develop language and support their efforts. For example, she asks the children questions about what they brought at the 'shop' whilst playing outside. They learn how to operate and explore simple technology toys which supports their understanding of colours and develops their language for thinking as one toy requests that they seek out particular features of a character. Children look at books and have good access to a range of age and stage appropriate books. The childminder sits and reads these to the children, developing their awareness that print carries meaning. Children have developed positive relationships with the childminder which promotes their sense of belonging and well-being. Their behaviour is good and they begin to share and take turns with the range of equipment, which the childminder offers praise and encouragement for, contributing to their self-esteem.

Children begin to problem solve as they use simple puzzles and develop their knowledge of number, shape and space. For example, they successfully name a square, circle and triangle. However, not all opportunities to extend children's abilities in this area are used to best effect. They listen to and know a range of songs and rhymes and love to explore the sounds that musical instruments make, for example, as they bash the castanets together and listen to the sounds these make. This also contributes to their understanding of the world as the childminder explains where these come from and that they are used in 'Flamenco' dancing. Children's physical skills are very well developed and they have easy access to the outdoor area enabling them to be independent and make choices in where they wish to play. They handle and use a range of small and large equipment with skill and confidence. For example, they skilfully manoeuvre the scooter, turning this easily and in safety as they reach the end of the path.

Children's awareness of their own safety develops as they take part in regular fire drills and as they successfully avoid bumping into one another in the outside area. They access and use all equipment safely and with confidence which further supports their well-being. Children develop their self-help skills as they put on and take off their own shoes and gain increasing control over their toileting routines within a supportive and safe environment. They know to wash their hands before snack and after toileting and are supported well in this task by the childminder who reminds them why they are doing this and the importance of 'clean hands'. Children monitor their own hydration as they help themselves to their own beakers which are easily accessible within the home.

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	3
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
--	-----