

Inspection report for early years provision

Unique reference number	EY364391
Inspection date	11/12/2008
Inspector	Patricia King
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and a child aged 11 years in the Heatherbrook area of Leicester. All of the childminder's house is used and access is via a small step into the outer porch area. The bathroom is on the first floor and there is a fully enclosed rear garden for outside play. The childminder walks to local schools to take and collect children. She takes children to the local library, park and on outings into the wider community.

The childminder is registered to care for four children and currently has three children on roll. The childminder cares for children on the Early Years Register, the compulsory and voluntary parts of the childcare register. The family pets are guinea pigs and gerbils.

Overall effectiveness of the early years provision

The childminder takes care to establish the necessary details to gain a secure understanding of children's individual needs and their starting points for learning. This means she is able to provide an appropriate range of activities and enable all children to benefit from their time in her care. She has organised her home effectively to provide a welcoming environment to children and their families. She fosters close working relationships with parents and provides them with good information about her service and their child's care and learning. She has effective systems in place to monitor and evaluate her practice and she clearly identifies key strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to learn about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

The leadership and management of the early years provision

The childminder promotes children's safety by undertaking thorough risk assessments of her premises and any outings, and by maintaining close supervision at all times. She has secure awareness of safeguarding procedures and knows what action to take if she has any concerns. A comprehensive and detailed range of written policies and procedures are in place to effectively promote children's health, safety and welfare and parents are provided with copies of these important documents.

The childminder gathers relevant information from parents about children's interests, ability and starting points which means she is able to plan and provide

appropriate activities and resources to support all children in their learning and development. All necessary records are completed efficiently and parents are provided with written details of the children's daily care and learning journey. The childminder has a clear and realistic awareness of her own provision, achieved through honest and informed self-evaluation and takes positive action to continually improve and inform her practice.

The quality and standards of the early years provision

The childminder pays careful attention to the safety of children in her care and takes action to minimise any risks to them. She provides a secure environment for children where they feel confident to express their own needs and develop a real sense of belonging. Toys and resources are stored within easy reach to promote independence and children move freely between different activities making their own choices from the wide range of appropriate resources available. Children are happy and settled in the childminder's care and have positive relationships with her and her family.

Children's health and well-being are effectively promoted because the childminder demonstrates a good role model and helps children learn through daily routines. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. The childminder is skilful at using practical activities to promote and observe children's learning in different areas. For example, they measure, count and use mathematical language such as shape, size and volume as they make and decorate biscuits to take home to their families. Children have plenty of opportunities to use their imagination and creativity as they make models and pictures which they proudly display in the childminder's home and in their personal learning journals. Outings to local shops, parks and the library help them learn about their local community, however, there are limited opportunities for children to learn about the wider world and their place in it.

Children behave well and are developing a clear understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other. For example, older children help the younger ones to dress their dolls and complete puzzles when they struggle to manage themselves. Children follow the sensible house rules to promote safe behaviour and respond happily to gentle reminders when needed. They are learning to be safe outside their home as they practise road safety on outings and talk about stranger awareness.

The childminder has effective systems to observe and record what children can do and uses this information well to inform the planning of future activities and projects. The childminder plans and provides a good range of activities and opportunities to engage children's interest and help them to make progress in all areas of learning. Individual children's needs and skills are recognised and activities planned to support their learning, offer challenge and ensure all children are fully included at all times.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.