

Inspection report for early years provision

Unique reference number	EY365088
Inspection date	10/02/2009
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 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 four children aged three, five, 11 and 14 years in the north of Leicester. All of the ground floor and part of the first floor of the childminder's house is used and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than two maybe in the early years age group. She is currently minding two children in this age group. She also offers care to children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are safe and secure at all times and are offered an interesting and varied programme of learning opportunities across all areas of learning and development. The childminder organises her home and the daily routines to ensure that all children are fully enabled to benefit from their time in her care. She maintains positive working partnerships with parents and provides them with good information about her service and their child's care and learning. Effective systems are in place to monitor and evaluate her practice which means she recognises her 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 systems to ensure that information from parents includes details of what children can already do to inform planning for next steps.

The leadership and management of the early years provision

This childminder has established a comprehensive and detailed portfolio of policies and procedures to promote children's health, safety and welfare and she ensures that parents are fully informed of these important documents. All necessary records are completed efficiently and parents are kept fully informed of their children's daily care and routines. She gathers necessary information about children's individual needs to ensure these are fully met. She is introducing systems to use information from parents about their child's learning and capabilities to inform her planning and is developing contacts with others involved in the children's lives, for example, the local playgroup and school which supports children's overall development. She gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that all children are enabled to participate safely and confidently.

The childminder promotes children's safety by undertaking thorough risk assessments of her premises and any outings, maintaining close supervision at all times. Children are safeguarded effectively because the childminder has a thorough understanding of child protection procedures and knows what to do to report any concerns. She 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

This childminder organises her home and daily routines to provide interesting and challenging opportunities for all children to play and learn. She creates a secure welcoming environment for children where a good range of toys and resources are stored within easy reach to promote independence and choice. Children settle easily developing confidence to choose a favourite toy, ask for a story or seek a comforting cuddle when they are tired. Consequently, they develop a sense of belonging and form close relationships with others within the setting.

Children's health and well-being are effectively promoted because the childminder is 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. She talks to them about healthy eating and provides a plentiful fruit bowl to encourage and support this good practice. Children are learning to keep safe indoors and outside the home. For example, they practise the emergency escape procedures, follow the community police officer's advice about road safety and stranger awareness and keep simple, sensible house rules agreed for their personal safety and well-being. 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.

The childminder uses helpful resources such as the multi-faith calendar to inform her planning and ensure that children are learning about the wider world and their place in it. For example, they made greetings cards for Eide, used the Chinese calendar to discover the animal representing the year of their birth and the significance of this. They compare lifestyles and customs around the world. Enjoyable outings, for instance, to Rockingham Castle help them learn about local history and events. They have many and varied 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. Their interest in books and stories is fostered well. Photographs evidence their trip to a local farm to pick fresh produce and their subsequent enjoyment in making tasty fruit pies and flans from the crops gathered. This childminder skilfully uses such activities to promote learning across all areas and for all ages in fun and innovative ways. She is introducing effective systems to observe and record what children can do and uses this information well to inform the planning of future activities and projects.

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

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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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