

Inspection report for early years provision

Unique reference number	226692
Inspection date	16/03/2009
Inspector	Lynn Dent
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 1983. She lives on the outskirts of Leicester. The whole of the ground floor and the bathroom on the first floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Childcare Register. She is registered to care for a maximum of six children at any one time and is currently caring for five children in the Early Years Foundation Stage. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, childminder's group, to the library and to the local park. The family has a pet dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their development and learning. Detailed records about their progress show their achievements and are starting to show their learning and developmental priorities. Children benefit because the childminder works in partnership with parents and other childcare providers. The childminder is starting to self-evaluate the provision and can identify areas for improvement. Appropriate action has been taken to meet the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop the arrangements for assessing young children to ascertain their achievements in all areas of learning and to plan for their next steps
- implement systems to monitor and evaluate the provision and use these as a basis of on-going review to identify the strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The childminder shows a commitment to improving her knowledge and awareness of relevant issues, such as first aid and the Early Years Foundation Stage (EYFS) though further training. As a result she can explain how the activities and experiences she provides promote children's learning and development. The childminder is in the early stages of self-evaluating the service she provides and is beginning to identify areas for improvement. For example, to further improve the

systems to track children's progress and identify their learning priorities in all areas. She has taken positive action to address the recommendations made at the last inspection which has helped to further promote children's welfare.

A range of written policies and procedures underpin the care of the children. The childminder carries out regular risk assessment to identify and remove potential hazards, ensuring that children are kept safe. Children are safeguarded because the childminder has a secure understanding of how to identify, record and report concerns to the relevant agencies. Documentation is organised efficiently enabling the childminder to access information about the children at any time. Parents receive a range of information about the childminding service at induction. The introduction of individual progress records help to provide parents with further information about their child's development and achievements. Links with local childcare providers and schools are forged to ensure that all parties involved with the children work consistently and support them on reaching their full potential.

The quality and standards of the early years provision

Children can clearly explain the importance of good hygiene and know that this helps to protect them from germs. Snacks and light meals are nutritious and drinks are readily available ensuring that they do not become thirsty. Children are protected effectively from the risk of infections because the childminder sets clear guidelines for parents to follow when their children are ill. Children know that they must cover their mouth when they cough and use tissues to wipe their nose, protecting others from the spread of germs. Routines and everyday events help children to learn about keeping safe, for example, they regularly practise the emergency evacuation procedure and how to cross the road safely. Children show good behaviour because the childminder promotes sharing and caring. Older children have spent time talking about and setting house rules which they have made into a list which is meaningful to them.

Children are engaged because the childminder plans a wide range of interesting activities and experiences that promote all areas of learning. Toys chosen by children are used effectively to help them learn. For example, learning colours, numbers and shapes as they fit pieces into a shape sorter. Children handle books well and enjoy sharing these with the childminder who reads to them. She promotes their language and thinking skills as she asks them to retell the story in their own words. Children learn about changes in the environment as they observe the changing seasons during walks. They learn about the needs of living things as they grow cress and feed the ducks. Older/more able children can identify a range of sounds and letters and enjoy writing their name. Children show good balance and coordination as they move safely around the room. Babies confidently pull themselves to a standing position and cruise around the furniture. Children's social development is good and they play harmoniously with their friends. They visit the local toddler and childminder groups where they develop friendships with children who will be attending the same school.

Children are making good progress because the childminder plans a range of activities linked to the six areas of learning. The planning is flexible to enable

children to make choices about what they do and to develop their own play and learning. For example, the childminder planned a role play picnic which the children developed into cooking and feeding their dolls. Information about the children's abilities are collected at induction and used to build on what they already know. Photographs and observations are used to identify and record children's progress and are starting to be used to show the next steps across most areas of learning. The childminder is aware of the individual needs of all the children in her care and ensures that they are all equally involved in what is happening.

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.	3

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?	3
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

There have been no complaints made to Ofsted since last inspection.

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.