

Inspection report for early years provision

Unique reference number	EY306068
Inspection date	05/05/2009
Inspector	Alison Edwards
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

This childminder registered in 2005. She lives with her 12-year-old son and adult daughter in a house in the northern suburbs of Leicester. Her daughter is registered to work as her assistant. Minded children use the ground floor of the house with access to the first floor bathroom. There is an enclosed garden for outdoor play. Two dogs are kept as family pets. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children aged under eight years, including three in the early years age range. There are currently six children under the age of eight on roll, including three in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register to care for older children. The childminder does not receive funding to provide nursery education to three and four-year-old children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works closely with parents to ensure she has a good knowledge of children's background and needs, so enabling her to recognise and value each child as an individual. She is caring and responsive in her dealings with children, so helping to promote their welfare effectively. Children make good progress in their learning because they are confident and engaged in a varied range of interesting activities and experiences suited to their interests and abilities. The childminder has a generally good awareness of the requirements of the Early Years Foundation Stage (EYFS) and of how effectively she meets these within her current provision. She makes on-going use of available support and training to review and develop her existing skills and practice.

What steps need to be taken to improve provision further?

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

- develop more systematic self-evaluation processes to identify priorities for further improvement
- develop further the existing arrangements for observation and planning to more clearly identify how planned activities and experiences provide optimum levels of challenge and progression for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing and review this before embarking on each specific outing. (Safeguarding and welfare)

26/05/2009

The leadership and management of the early years provision

Childminding is generally organised effectively to meet children's needs. The childminder has implemented recommendations raised at her last inspection by obtaining parental permission to transport children by vehicle and by fitting additional banisters to the stairs, so improving arrangements for children's safety. She shows a commitment to developing her existing skills and practice by undertaking training to achieve a recognised qualification at Level 3, and by on-going use of local courses and support to extend her existing understanding of current issues and developments. Consequently, the childminder has a generally good practical awareness of the effectiveness of her provision, although she has not yet established systematic self-evaluation processes to identify priorities for further improvement.

The childminder has a good understanding of how to implement a number of concise and readily accessible policies to safeguard children from harm. For example, she is clear on how to follow local and national guidance in the event of any child protection concerns in order to protect children from abuse. Written risk assessments are undertaken to underpin many sensible safety precautions within the house and garden. The childminder takes active steps to help children understand how to behave safely on the premises and on outings. However, legally required risk assessments are not yet undertaken for each type of outing in order to document specific hazards and ways of managing them.

Arrangements to work in partnerships with parents and carers are well-established to help ensure that each child's needs are met. The childminder uses informal visits, and useful written information to ensure that prospective parents are well-informed about arrangements for children's care. She obtains all necessary information about children's individual health, care and dietary needs to ensure that these can be met, and encourages parents to share their own knowledge and observations of children's interests, abilities and preferences to help her plan and provide for their future development and learning. The childminder understands the value of liaison with other agencies, such as health services, to support the inclusion of children with identified disabilities or individual needs. She recognises the importance of shared working with other early years providers, such as pre-schools or reception classes, to support continuity and progression for children attending more than one setting.

The quality and standards of the early years provision

Children are encouraged to develop a healthy lifestyle. They enjoy helping to prepare nutritious snacks, such as chopped fresh fruit, and benefit from well-balanced, home-cooked main meals. They understand the reasons for good hygiene routines as they explain why they clean their teeth and wash their hands. The childminder helps them extend their movement skills, for example, by planning how to use a variety of resources for catching and throwing, or by helping children of different ages to use a see-saw effectively. Children show good dexterity as they scoop and pour sand, or as they freely draw or write with a good

range of mark-making materials. Systematic records of children's personal, medical and contact details are readily accessible, so helping to ensure that any specific health needs are managed effectively. Children are cared for in a secure, well-organised and comfortable family home, where the childminder offers good levels of supervision and provides a wide range of readily accessible and well-maintained toys and resources. This enables children to safely enjoy a wide range of play activities inside and out. Children learn about safety within their play and daily routines, for example, as the childminder encourages discussion of road safety in pretend play with a road layout, toy cars and emergency vehicles.

Children are confident and relaxed because the childminder knows them well and is sensitive and responsive in helping them to recognise and manage their individual emotions and needs. For example, she and the children have together created a 'friendship cushion', decorated with each child's name and hand prints, which children have chosen to use as the basis of a cosy corner if they want a brief quiet time. Children learn how to act responsibly, taking account of others' needs, because the childminder involves them in establishing positive expectations for their behaviour and actively encourages their independence and cooperation. They readily use a selection of resources reflecting positive images of diversity, such as play figures with mobility aids, and learn about aspects of different cultures and faiths as they mark a range of different festivals.

The childminder has a good overall understanding of what children need to learn and understands the value of practical play and first-hand experiences in promoting their communication, creativity and understanding. Consequently, children are interested and engaged in a good variety of activities helping them to make generally good progress in their learning. For example, they learn about the natural world as they grow vegetables from seed, or as they compare the progress of their tadpoles with pictures in a book. They develop a practical understanding of size, number and capacity as they see how many scoops of sand are needed to fill a container. They show pride in their independent drawing, painting and writing, and become familiar with aspects of everyday technology as they use simple electronic toys. Children are therefore establishing a good foundation for their future development and learning. The childminder makes frequent use of observations to assess children's current abilities what they need to learn next. However, she does not yet make full use of these in her planning to clearly identify how to provide the highest levels of challenge and progression for individual children.

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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