

Inspection report for early years provision

Unique reference number	EY136591
Inspection date	27/04/2009
Inspector	Hazel Christine White
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 2002. She lives with her husband and adult son in a residential area of Leicester in Leicestershire. There are shops and schools within easy walking distance. The premises are easily accessible and the whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children regularly attend local carer and toddler groups.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. There are five school-aged children attending for various sessions

The childminder currently supports children who speak English as an additional language. She is a member of the National Childminding Association and is part of a Childminder Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled and the childminder offers them a variety of fun and developmentally appropriate experiences that help them to make steady progress in all areas of learning. Effective systems for systematically observing and assessing children's learning and development are at an early stage but regular communication with parents ensures that children's routines and individual needs are known. All required documentation is in place and sound everyday practices ensure that children's safety and welfare are appropriately protected. The childminder has a general awareness of her strengths and weaknesses and demonstrates a sound capacity to maintain continuous improvement although systems for evaluating practice are in their infancy.

What steps need to be taken to improve provision further?

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

- develop a culture of reflection and self-evaluation to identify strengths and priorities for development that will improve the quality for all children
- ensure that parents have regular access to children's progress records and opportunities to contribute to them
- develop further systems for observing and assessing each child's needs, interests and learning styles and use information gathered to effectively plan for their next steps in learning.

The leadership and management of the early years provision

The childminder has a general range of policies and procedures in place to safeguard children. For example, she has a written risk assessment and undertakes daily checks of the premises. The childminder has attended training in child protection and has a sound understanding of her role in safeguarding children. She is clear about the procedures to put into practice when necessary and this means children are kept safe from harm. Documentation is generally well organised and updated in order to promote the welfare of children.

Partnerships with parents and others are satisfactory. Friendly and informal relationships exist with parents and they are made to feel very welcome. They exchange important information about the children and she asks them about home routines and personal needs so that she can provide consistency of care for their children. The childminder has started to create scrapbooks that contain photographs of their children involved in play and some examples of their artwork. However, they are not readily available to parents and they are not actively encouraged to contribute to them in order to build on what children know and identify the next steps in their learning.

Recommendations raised at the childminder's last inspection have been appropriately addressed and result in improved outcomes for children. The childminder has a general awareness of her strengths and weaknesses but has yet to devise a system for evaluating the provision that fully takes into account the views of others and effectively helps to identify priorities for improvement.

The quality and standards of the early years provision

Children are settled in a homely environment. The childminder demonstrates a sound knowledge of child development and the children in her care. Their likes, dislikes and interests are known and are suitably considered when planning experiences and organising resources. Planning is flexible to enable the childminder to continue with children's familiar daily routines. She has started to observe children during play and has begun to build up progress records for individual children. She talks to parents about how their children are progressing and has started to organise examples of children's work and photographs of them involved in play into personalised scrapbooks. However, children's individual learning and development needs may not be fully recognised and supported as systems used for observation and assessment are still in their infancy.

Experiences are varied and include craft activities, board games, puzzles, construction and role play. Children develop positive relationships with the childminder who joins in with their spontaneous play and offers good levels of support. For example, she effectively encourages children's language skills through constantly talking to them and responding appropriately to their attempts at communication. She encourages them to repeat words and answer questions. They talk about objects that sink and float in water play and learn how things work as they access programmable toys. Creative activities are plentiful particularly at

the various groups that children attend. They design pictures and make cards for special occasions.

The childminder is multi-lingual and able to support children who speak English as an additional language very well. All children are fully included in planned activities and have free access to the full range of toys and activities. The celebration of festivals and a visit to the local temple extends the children's understanding of the wider world. The toy library is regularly used to enhance the selection of resources which reflect race, culture, gender and ability in a positive way. The childminder has a calm and sensitive approach with the children and they happily go to her for comfort and reassurance. Children are learning to show care and concern for others and are gently reminded of expected behaviour. They are consistently praised which raises their self-esteem.

Children enjoy fresh air and physical exercise through daily outdoor play and outings in the local environment. The childminder also promotes children's health by ensuring that suitable hygiene routines are followed to prevent the spread of infection and takes appropriate action when they are ill. Meals and packed lunches are provided by their parents, but the childminder ensures these are appropriately stored and prepared. Children are well-hydrated with regular access to their drinks. They are kept safe in the home because the childminder supervises them well. She ensures that children are aware of emergency evacuation procedures and suitable safety precautions are in place helping to protect children, for example, stair gates and socket covers. Children learn about road safety and know that they must stay within the childminder's sight when they are out and about.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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