

Inspection report for early years provision

Unique reference number	226777
Inspection date	03/06/2009
Inspector	Hayley Lapworth
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 has been registered since 1981. She lives with her husband and two adult children in the area of Evington in the City of Leicester. All of the downstairs of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. There are small steps leading up to the premises. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight at any one time, three of these can be within the Early Years Foundation Stage (EYFS). There are currently eight children on roll, two of whom are in the early years age group. All of whom attend on a part-time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children really enjoy their time in the childminder's well-organised designated playroom. She effectively provides a warm and welcoming environment for children and they access a good variety of activities which meet their needs. She has generally good understanding of the six areas of learning, she plans and makes observations of the children's learning but she does not always effectively identify their next steps. That said, children are making good progress. The childminder recognises the uniqueness of each child and their family and she promotes inclusion throughout her practice. All required documentation is in place. The childminder is aware of the strengths and weaknesses of her provision and demonstrates a keen commitment to improving her service for children and their families. Safety is well promoted in some areas though less secure in others.

What steps need to be taken to improve provision further?

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

- ensure children's next steps are clearly identified in all areas of their learning to enable them to make maximum progress at all times.

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

- take steps to ensure that all hazards to the children are minimised. (suitable premises, environment and equipment).

18/06/2009

The leadership and management of the early years provision

The childminder works effectively to build relationships with the children's parents to ensure children's individual needs are fully met. Good information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs. Consequently they settle readily and feel secure in her home. She encourages parents to play an active role in the care she provides by regularly asking them if there are any additional areas they wish her to cover. For example, in relation to a particular area of their children's development.

Many examples of children's work and verbal feedback ensure parents are informed of their child's progress and latest interests. Through talking to the older children the childminder actively seeks feedback from them about the service she provides. She then uses this information along with her developing self-evaluation process to reflect on her practice. She demonstrates a clear commitment to continual improvement and is keen to offer a quality provision. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage (EYFS) and actively develops links with other settings where children attend more than one provision.

The childminder is generally very organised and uses well written documentation effectively in order to promote the welfare of children. A good range of policies and procedures are in place to safeguard children. She is secure in her understanding of her role and responsibilities in the event of a child protection concern and this means children are kept safe from harm.

Children benefit as the childminder organises many enjoyable activities. She has a real flair for creativity and children are actively involved in making many of their own games. For example, making matching and memory cards and weather charts. Play focuses very much on their individual interests and choices. Their learning and development is supported by a wide selection of books, toys and games, they reflect the age of the children attending and are stored at their own level.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals. The childminder has a generally good understanding of the children's individual abilities which enables her to provide experiences to support each child's development. Some of this knowledge is gained through her current systems of observation and assessments. However, at times their next steps are not always effectively identified. This may potentially restrict their learning in some areas.

The childminder provides a welcoming environment to children and their families where inclusive practice is well promoted. Information and displays of posters make the environment stimulating and interesting. The childminder places an emphasis upon children feeling valued, she regularly praises their efforts and achievements and offers them lots of rewards. For example on occasions each age

group are involved in competitions where they are awarded certificates and occasionally a small gift. As a result children are confident and are growing in self-esteem.

The childminder works especially well with children who have English as an additional language. This is due in part because she is fluent at speaking in five languages which means on most occasions she can communicate with children and their families in their own language. She also has a good understanding of a variety of cultural backgrounds. Children have extensive opportunities to learn about the world around them. They are involved in learning about the story of Rama and Sita and the purpose of prayers during the festival of Divali. They make rangoli patterns on silver trays using glitter mixed with desiccated coconut, paint and lentils. Access to this variety of materials encourages the children to be very creative.

The childminder has taken some steps to provide a safe and comfortable environment for the children. She supervises children well at all times and teaches them about their own safety when they cross the roads on their way to and from school. However, children's safety is potentially compromised in the garden as the fence is not secure and in the kitchen as some sharp objects are accessible to children.

Children's health and hygiene is effectively promoted. Meals that are offered effectively consider nutritional values for children and their individual dietary needs.

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?	3

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?	3
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