

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY265631
<b>Inspection date</b>	24/07/2009
<b>Inspector</b>	Christine Holmes
<b>Type of setting</b>	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 2003. She lives with her husband and four children aged 14, 12, nine and two years, in the city of Leicester. There are local shops and parks within walking distance. The lounge, dining room, conservatory, downstairs toilet, upstairs bathroom and the children's two bedrooms are used for childminding. There is a fully enclosed garden available for outside play. The family has a dog.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. There are currently nine children on roll, five of whom, are within the early years age range. The childminder collects children from the local school. She has a recognised child care qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy and enjoy the positive interaction from the childminder who ensures that their individual needs are met well. There is a varied range of activities provided to help all children learn and develop. The organisation of the setting is good and supports every child so that no group or individual is disadvantaged. The childminder develops positive partnerships with parents and there are good procedures for exchanging information on children's individual needs, although partnership with other settings are not so well established. The childminder is very aware of her strengths and areas for improvement and constantly strives to improve the outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop further links with other early years providers to support cohesion and continuity in children's learning
- develop further systems to match observations of children's achievements to the expectations of the early learning goals.

## **The leadership and management of the early years provision**

The childminder has a strong understanding of good early years practice which she effectively implements to promote good outcomes for children. She organises her home to create a stimulating, accessible, child-focused environment in which all children are included. She organises her time very well to provide children with individual support and an exciting range of planned visits and outdoor activities. The efficient management of policies and procedures and records, supports

children's welfare, learning and development. The childminder has a strong knowledge and understanding of child protection and a clear understanding of her own role of responsibility in safeguarding children. Risk assessments are carried out that allow the childminder to identify any possible hazards and then act upon them. This ensures children are kept safe and secure.

The childminder shows a commitment to developing her knowledge by making good use of quality improvement resources. She attends a wide range of training courses and has recently completed a professional qualification, which leads to better outcomes for children. The childminder is establishing effective systems to monitor and evaluate her own practice. All recommendations from the previous inspection are implemented and the childminder successfully identifies her strengths and areas for improvement through reflection of her own practice and by obtaining feedback from parents and children.

Partnerships with parents are strong and ensure children's individual needs are met. Arrangements are effective to support a two-way flow of information with parents, which contributes to continuity of children's care and learning. Children's individual needs and routines are obtained and as a result, the childminder has a strong understanding of all children. Parents receive good quality information about the setting, activities provided and children's progress. Details about the child's day are recorded and sent home with parents to keep them informed of their child's well-being. Children's achievements are actively shared to involve parents in their child's learning. However, the arrangements to support a two-way flow of information with other early years settings that children attend are not so well-established to ensure continuity and cohesion of care.

## **The quality and standards of the early years provision**

Children's health is supported very well. The childminder provides healthy and nutritious snacks and meals and she develops children's understanding of healthy foods through discussion and involving them in the preparation of their food. Clear routines are in place for hand washing and children with infectious illnesses are excluded, which prevents the spread of infection. Children are actively supported to develop healthy lifestyles. There are daily opportunities to be outside in the fresh air and to take part in physical activities that include riding horses at the farm, jumping on the trampoline in the garden and climbing on play equipment in local parks. Clear boundaries are set in and out of the home, with regard to making sure that children are safe. Children are encouraged to think about how they can protect their own safety, for example, when they are crossing the road, using the trampoline or using knives to cut their sandwiches.

Children are happy and enjoy the positive interaction from the childminder as she engages in their play helping to develop their confidence and self-esteem. Children's communication skills are very well-supported and as a result children of all ages are confident in speaking. The childminder takes into account the stage of development of the children playing and poses the questions according to their understanding. They explain what they are doing, contribute to discussions and make relevant contributions. There are positive strategies in place for managing

children's behaviour and as a result, they develop positive relationships with each other during play, learning how to share and take turns. Children are encouraged to learn and respect diversity through a varied range of resources, such as, books, dressing-up clothes and small world equipment. This helps all children to learn how to make a positive contribution to society and develop appropriate learning skills for the future.

The childminder has a good awareness of what children already know, their likes and dislikes and their particular interests. She uses this knowledge very well to plan an interesting and varied range of activities which provide good challenges for all children. The childminder observes children's development and records the information well in the children's individual assessment records. However, systems to assess the progress children are making in relation to the expectations of the Early Years Foundation Stage are not yet fully established.

The varied range of activities ensures that all children enjoy their learning and make good progress towards the early learning goals. Children become active, inquisitive and independent learners. For example, on return from a family holiday a child uses the height chart in the lounge to find out if he had grown whilst he was on holiday. Children initiate their own play and follow their own interests using the varied range of appropriate and accessible resources including small world and construction resources. Children are actively encouraged to develop their knowledge and understanding of the world. Weather charts in the lounge are used well by the childminder to encourage children to note changes and to develop vocabulary to describe the weather. They learn about numbers, counting and problem solving through activities and routines. They learn about living things as they find frogs and bugs in the garden and handle small animals at the farm park. They have good opportunities to make marks through drawing and painting, which also encourages their creative skills and visits to the Space Centre provides exciting opportunities for children to develop an interest in technology.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----