

Inspection report for early years provision

Unique reference number	EY392070
Inspection date	16/09/2009
Inspector	Kate Bryan
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in 2009 and lives in a house in Leicester City with her husband and two children aged 10 and six years. Within the home children have access to the hall, lounge/dining room, kitchen and conservatory. They also have access to the family bathroom and an enclosed garden. The family has a cat.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children at any one time. There are currently four children within the early years age range on roll and she also looks after older children.

She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a good quality service because the childminder takes all relevant information to ensure she can respond to their individual needs. She also has a good understanding of the Early Years Foundation Stage (EYFS) which means she has systems in place to progress children's learning and promote their enjoyment. The childminder works well with parents and other professionals to ensure all children are included and to ensure a continuous learning experience. The childminder reflects upon her practice effectively and understands how to use self-evaluation to improve her service to children.

What steps need to be taken to improve provision further?

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

- ensure that children's starting points are linked to the areas of learning so their progress can be followed
- ensure that review dates for risk assessments are recorded.

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of keeping children safe and has a clear policy in place which details how she accomplishes this. It also includes procedures for responding to any allegations she may receive. The parents receive a copy of this so they are clear how their child will be protected and the childminder has attended training in this area. The childminder also ensures all adults are vetted and children are never left with anyone who has not been cleared. All visitors sign a book so the childminder has a record of who has been on the premises.

The childminder uses self-evaluation well to continuously monitor her provision and she understands how to update this so she can promote improvements. She also keeps a daily reflective diary which enables her to think about what she has done and what the children have achieved. The childminder has a good commitment to improving her own knowledge and expertise and keeps current with new initiatives in childcare. Her professional development is shown by the courses she has attended which include first aid, food safety in catering, the 'Introduction to Childminding Practice' course and the introduction to the Early Years Foundation Stage. She is also booked on further courses to help her deliver the Early Years Foundation Stage and to help her care for children with special educational needs and /or disabilities.

The childminder has good systems in place to promote children's safety and daily checks ensure that all areas of the home are safe for use. This is underpinned by a full risk assessment which also includes outings. However, the dates for reviewing risk assessments have not been noted which means children may not be protected as effectively as possible. The home has been organised very well to allow children to easily access a good range of resources and labelled boxes of toys also help them to gain confidence in making choices.

Parents receive a copy of all policies and procedures so they know how their child is cared for and a weekly picture diary which shows what the children have enjoyed and achieved. The childminder also completes regular assessments which show children's progress in the areas of learning and are available to help others who deliver the Early Years Foundation Stage to children.

The quality and standards of the early years provision and outcomes for children

The childminder has provided a child-friendly environment which encourages children to explore and make choices about their own play. This means children have free-flow between the lounge/dining room and conservatory and the outside. The conservatory is organised to provide children with a quiet area for reading and a mark-making area where they can sit comfortably. Children's work is also displayed so they know they are valued. Children enjoy the opportunity to select their own toys, for example, they happily played with a garage and soft toys and the childminder involved them in conversations about this, responding to their sounds and expressions.

The childminder has a good understanding of the Early Years Foundation Stage and weekly planning is linked to all areas of learning, the childminder evaluates activities so children always have the best experience possible. Observations are detailed and linked to the next step in children's learning so they are continually being progressed. The childminder takes some information about children's starting points from parents but this is not sufficiently detailed to reflect all areas of learning. She understands how to respond to children's individual interests and allows children to input into planning, for example, a child wished to bake cakes and planning was changed to reflect this.

The childminder is skilful in supporting children's learning and understands how to make links between areas of learning, for example, children made paper flowers and then went outside and took photos of real flowers. This helped them to understand about the natural world, information technology and creative development.

Children's developing physical skills are well supported by regular trips to the park where they have access to swings and climbing frames which promote challenges. Planned activities also help children learn about mathematical language as they complete work on topics, such as biggest and smallest and weight and measure when they bake.

Children's health is well promoted as they enjoy snacks of fruit and always have easy access to drinks. Good hygiene procedures, such as hand washing, are promoted and liquid soap and paper towels prevent cross-contamination effectively.

Children understand the need for simple rules, such as sharing, and respond well to praise and certificates which show their behaviour has been acknowledged. Children enjoy outings in the local community, for example, to parks and the library, and they acknowledge a range of festivals which promotes their understanding of other cultures well.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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