

Inspection report for early years provision

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Inspection date	03/12/2009
Inspector	Lisa Parkes
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in February 2000. She lives with her husband and three children aged seven years and fourteen year old twins on the Hollycroft Estate on the outskirts of Hinckley in Leicestershire. The whole ground floor is used for childminding, with access to one of the children's bedrooms and bathroom on the first floor. There is a fully enclosed garden for outside play. The family has four cats.

The childminder is registered to care for a maximum of five children within the early years age group at any one time and is currently minding five children, all of whom attend on a part time basis. The childminder walks or drives to local schools to take and collect children. She attends several local parent/toddler groups and takes children to the library, shops and parks.

The childminder is a member of an approved childminding network and holds a relevant National Vocational Qualification (NVQ) to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high quality care and make good progress in their learning and development within an inclusive environment. Their individual needs are effectively met as important information is gathered from their parents, enabling the childminder to understand and meet each child's personal requirements. Children develop secure relationships with each other and are relaxed, happy and confident in the childminder's care. All children are supported to actively participate in the activities offered, which are mostly planned using information from observations and assessments. Children are safe and secure and actively protected through a broad range of procedures and everyday practices. The childminder demonstrates a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further ways to share relevant information with other settings to ensure effective continuity and progression towards the early learning goals.

The effectiveness of leadership and management of the early years provision

All of the required documentation such as personal records, policies and procedures are effectively implemented and consistently applied. Arrangements for safeguarding children are robust and carefully managed and the childminder has a

strong understanding of her roles and responsibilities in relation to safeguarding children. Children's safety is prioritised and the childminder has good systems in place to assess and minimise risks. Children play and learn in a safe, inclusive and homely environment.

The childminder employs a dynamic child and family approach. Links with parents and carers are exceptional and a welcoming atmosphere helps to create excellent communication. This has an extremely positive impact on children's welfare and promotes optimum continuity of care. A flexible service is offered and the childminder is wholly committed to meeting parents' wishes. The childminder obtains ongoing information about each child and family to ensure that she fully understands the child's needs and interests in the context of the family background.

The childminder has high aspirations for quality which is evident through ongoing improvement. The recommendations raised at the last inspection to maintain first aid training and to improve children's health and safety with regard to her pets have been fully addressed. The childminder demonstrates a positive attitude to raising standards and she is currently considering further ways to liaise with other settings delivering the EYFS to ensure effective continuity and progression towards the early learning goals. The childminder is motivated and routinely adapts her provision to meet the changing needs of children.

The childminder has a lovely, patient approach and is dedicated to her role. She facilitates children's learning by skilfully intervening in their play and asking questions to extend their thinking. Space is used creatively and children play in a vibrant purpose built playroom. The childminder is committed to ensuring that the needs of each child are consistently accommodated. Children benefit from high levels of supervision and individual attention and thrive in the childminder's care.

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

The childminder recognises that children learn best when they are having fun, interested and excited by what they are doing and building on what they already know and can do. As a result, children make strides in their learning. The learning environment is bright, child friendly and actively supports children's learning and development. Resources are easily accessible and children confidently make choices and lead their own learning. They regularly engage in imaginary play, dress up and pretend to cook in the play kitchen. Older children choose board games like Monopoly and they relish opportunities to use the games console.

Planning is effective and helps to ensure that children's learning is effective, exciting, varied and progressive. Schedules and plans flow with the child's needs. There is a good balance of adult led and child initiated play and the childminder utilises her time very well to ensure all children benefit from high quality interaction. The childminder brings the children together in enjoyable group activities such as baking fairy cakes, music and movement sessions and art and craft activities. Children's learning is carefully documented and the childminder

builds up accurate knowledge about how individual children learn and make progress.

All appropriate documentation such as accident and incident records and medication records are maintained and the premises are very clean, well organised and hygienic. The childminder holds a current certificate in Paediatric Emergency First Aid. Children understand and adopt healthy habits such as good hygiene practices. For example, they understand the importance of regular hand washing and learn about healthy eating during trips to the local supermarket. Children benefit from lots of fresh air and exercise and take pleasure splashing in the brook in their wellies and extending their physical skills at local soft play centres. Children feel a sense of belonging which contributes positively towards their good health and wellbeing.

The childminder is genuinely interested in what children say and do and she readily gets down to their level to interact with them, for example, when they are playing with toy cars or watching themselves in the mirror. She responds sensitively to children's feelings, ideas and behaviour. Children are confident and self assured and enjoy settled, close relationships. They develop a strong understanding of the wider world as they access a good range of resources that are representative of diversity. Children play in a welcoming and child friendly learning environment which affords them plenty of space to explore. Learning is fun and children regularly come across new and interesting challenges.

Junk modelling is popular and children create robots, houses and farmyards using boxes, tubs and tubes. Children listen attentively to stories and enjoy visiting the library to choose their own books. They experiment with musical instruments, sing and dance and take pleasure using the computer. Children relish opportunities to paint and use sponges and their fingers to express their ideas. They make discoveries as they create comical potato heads using grass seeds which grow as hair. Children are fascinated with living things and the world around them. They eagerly spot wildlife, collect fir cones and take pleasure feeding the ducks at the pond. The childminder is skilled at creating exciting learning opportunities and demonstrates a delightful rapport with all children and their families.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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