

Inspection report for early years provision

Unique reference number	EY333260
Inspection date	15/10/2009
Inspector	Teresa Marie Taylor
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 2006. She lives with her family in the Barwell area of Leicestershire. The whole of the ground floor of the childminder's house, is used for childminding. There is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of 5 children at any one time and is currently caring for six children of whom five are in the early years age group. Children attend for a variety of sessions. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. Children can be taken to and collected from local schools and pre-school groups. The family has two rabbits.

The childminder is able to support children with special educational needs and disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this child-centred environment where they feel safe and supported by the childminder. Children are provided with a good range of play activities which ensures they are progressing very well in all areas of learning. The childminder has a very good understanding of the Early Years Foundation Stage (EYFS) and actively encourages parents to be fully involved in all aspects of their child's care and learning. The individual planning, assessments, self-evaluation systems and plans for the future significantly enhance children's learning and development. Children's uniqueness and individuality is recognised and managed very well. Written policies and procedures securely underpin the childminder's practice and all are shared with parents. However, Ofsted's contact details have not been up-dated. Effective partnerships with parents and other settings ensures information relating to individual children's progress is shared effectively and consistently.

What steps need to be taken to improve provision further?

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

- provide children with more opportunities to learn the need for rules, take risks and make mistakes
- ensure contact details for Ofsted are up-dated

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to safeguarding and is very well informed about procedures to keep children safe. All required policies and

documentation for the effective and safe running of the setting are written and with copies provided for parents. The childminder successfully promotes all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. Risk assessments for indoors, the garden and outings have been undertaken and recorded to ensure any potential hazards to children are minimised.

The childminder has a clear vision for the future of her provision and her practice. She undertakes additional training courses in order to continue to develop and improve outcomes for children. The childminder is proactive in obtaining the opinions of parents and effectively reflects on her practice to ensure the best possible care and learning opportunities are provided for the children. Children have a sense of belonging and excellent self-esteem. The childminder appropriately addressed the recommendations from the last inspection, which ensures a greater degree of safety for the children and provides them with good information about the wider world. Communication with parents is a major strength. Parents have access to daily diaries, daily discussions, children's individual learning journey documentation and activity folders, ensuring they are fully aware of all aspects of their child's day. They are actively encouraged to be fully involved in all aspects of their child's care and learning and are provided with six monthly questionnaires to enable them to express their views. The childminder has developed good relationships with other providers ensuring that all individual care and learning needs are met.

The childminder actively promotes the uniqueness and individuality of each child. She provides age-appropriate activities and a range of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. Children are encouraged to be proactive in their own learning as they make decisions about play. All children and families are highly valued. Recent comments from parents included the following; 'excellent communication', 'care is above average' and 'stimulating and enjoyable environment'.

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

Children make good progress as they enjoy a range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that promotes their learning and development. Well-organised planning ensures children are provided with a good range of creative learning experiences which keep them involved and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress, which are shared with parents, ensure all aspects of children's needs are met successfully.

Children are very confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices and decisions with the childminder responding positively to child led activities. A range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities,

celebrate festivals and have a range of books, posters and displays to reinforce their learning. They are given clear rules and explanations about how to treat each other which ensures children develop self-esteem, understand each other's limitations and know how to behave. They discuss their feelings, ask for help when they need it and co-operate appropriately for their age. Children play both independently and together and are learning to share, this helps them to develop skills for their future. They make very good progress in their communication, language, problem solving and number skills as they enjoy a range of experiences. For example, when building a tower of bricks the childminder asked what would happen if they made it taller, how many more bricks could they find and what are the colours. Planning includes individual next steps to ensure all children can achieve as much as possible. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. Children develop good early technology skills as they play take photographs, use programmable equipment and use a radio and microphone.

Children have a very strong sense of belonging in the security of the childminder's care. They show they feel safe and are confident in sharing their concerns with the childminder as they turn to her for reassurance when visitors arrive. They show some understanding of keeping themselves safe through their good behaviour and consideration of each other. However, the childminder understands that she is very protective of the children in her care and provides few opportunities for children to take risks, make mistakes and learn the need for rules. They are protected when on outings and trips because the childminder makes sure, through appropriate risk assessments, that the places they visit are safe and appropriate environments. The childminder supports children's understanding of safe people as children role play being an ambulance man. They also used appropriate resources, a stethoscope and bandages to explore what an ambulance man did. Children learn about home safety as they regularly practice the emergency escape plan.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat and drink. The childminder extends children's understanding of healthy eating by encouraging children to write a shopping list, shop locally for the chosen food and help to prepare a meal. This is further explored as children grow their own herbs and vegetables. This gives them an understanding of where their foods come from and how they grow. Children's general good health is promoted as they make the most of the fresh air and outdoor play. They play outside in all weathers, with appropriate clothing, and understand that healthy food, exercise and fresh air makes them grow big and strong.

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	1
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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