

## Inspection report for early years provision

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<b>Unique reference number</b>	EY337783
<b>Inspection date</b>	07/10/2009
<b>Inspector</b>	Christine Holmes
<b>Type of setting</b>	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 husband three children aged 10 and 11 years and three and half months in a house in Leicestershire. The whole ground floor of the childminder's house is used for childminding, along with the second and third bedroom on the first floor. There is a secure garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years range. She is currently caring for two children in the early years age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She cares for three children in this age range. All children attend on a part-time basis.

The childminder attends the local parent and toddler group. She has an early years qualification and 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 are making good progress in their development and enjoy their time in this inclusive setting. The childminder works effectively with parents and others to ensure each child's individual care and development needs are met. The childminder is very experienced and knowledgeable and shows commitment to developing her practice through attending ongoing training events, which provides a strong basis for her capacity to maintain continuous improvements. In general, policies and procedures are effective in practice to promote and protect children's welfare.

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

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment).
- 27/10/2009

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

- develop further systems to match children's progress to the expectations of the early learning goals in order to support them to make further progress in their learning.

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

Children's care and learning are generally promoted very well because the childminder has a strong knowledge of most aspects of the Early Years Foundation Stage (EYFS). She has a professional knowledge of safeguarding issues, which means that she fully understands her role and responsibilities to work effectively with relevant agencies to protect children. She develops successful partnerships with parents and shares all necessary information which helps to also help to safeguard children. The childminder is generally vigilant about safety issues. She conducts risk assessments both in and out of the home. However, the risk assessment does not cover everything with which a child may come into contact, for example, small decorative features in the garden that collect natural rain water.

The childminder provides a service that is inclusive for all children and their families to ensure children get the support they need to make good progress. For example, the childminder works with parents and other agencies to identify and support any additional support children may need. She creates an environment that is very welcoming and conducive to learning with a wide range of stimulating resources that are easily accessible to children and a range of positive images of diversity to give all families a sense of belonging and of being valued. The childminder values the role of parents. She provides comprehensive information about all aspects of the setting. She actively encourages parents to share what they know about their child when they first start and on an ongoing basis. Daily diaries, discussions, photographs, videos and a record of children's achievements are exchanged and contribute to children's continuity of care and learning.

The childminder is motivated to improve her practice. She follows advice from the Local Authority Network worker, meets with other childminders on a regular basis to discuss good practice issues and attends a number of training events in order to continually improve and update her knowledge of good child care. Whilst she is modest in identifying her strengths she is reflective of her practice and continually striving to improve outcomes for children.

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

All children are fully included in this setting and supported to develop their numeracy, literacy and ICT skills. The childminder skilfully engages with the children by talking to them, giving them choices and encouraging independence. For example, children help to take care of their environment by tidying away toys and they develop self-help skills including pouring their own drinks at lunch time. Space within the home is well utilised so that children can choose their favourite activity such as reading books, completing jigsaws or playing imaginatively with small world resources. Children are able to move freely between activities and play side-by-side. They are able to access a stimulating range of activities and equipment that is stored and presented at low-level which allows them to initiate their own play and follow their own interest. Children learn to cooperate with each

other, sharing resources as they play together. Children can choose a variety of writing materials and creative resources. Their technology skills are developed, as they discover how to switch the battery operated musical toys on and off and play with simple interactive games that support awareness of colour, shape, number and letter sounds. Children learn about various festivals and they are supported to value their own and other cultures. They take part in community events and make regular visits to local amenities which help them to develop an awareness of their own community.

The childminder responds to events which occur in children's lives and preferred methods of learning and activity in partnership with parents. This enables her to effectively identify each child's next steps in learning and respond effectively to their needs. For example, activities about our body and people who help to care for us help to prepare children for planned hospital visits. A visit to the train station, a construction of a theme park with trains for small world play indoors and children's television programmes about trains are used to support children's interest as well as being used to develop their interest in number, mark-making, singing and colour. However, whilst the childminder has a sound understanding of how to match children's progress to the expectations of the early learning goals she has not yet fully established systems to do this.

Children learn about the principles of healthy living. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food. Meal times are sociable occasions and children benefit from well-balanced nutritious meals and snacks and drinks during the day. They take part in topics on healthy food and all children enjoy physical activities and access fresh air. They take part in activities based around safety and learn about key issues such as road safety and what to do in an emergency.

## 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

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

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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