

Inspection report for early years provision

Unique reference number	226733
Inspection date	22/01/2010
Inspector	Patricia King
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

This childminder was registered in 1992. She lives with her husband and an adult son in the north eastern suburbs of Leicester. All of the ground floor and the bathroom and main bedroom on the first floor of the childminder's home are used. There is an enclosed garden for outdoor play.

The childminder is registered to care for maximum of six children under eight at any one time, of whom no more than three may be in the early years age group. She is currently minding four children in this age group. She also offers to care for children aged over five to 11 years. The provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This childminder organises her home and daily routines effectively to ensure that children are safe, secure and offered stimulating and varied activities across all areas of learning and development indoors and the outdoor environment. She fosters positive working relationships with parents providing them with good information about her service and their child's care and learning. She works closely with any other providers or agencies working with children to promote continuity of care and development. She takes care to find out all the necessary details to meet children's individual needs, consequently, she knows them well and they are happy, settled and confident in her care. Systems to evaluate strengths and weaknesses are in place and the childminder is beginning to use these effectively to secure ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and plan ongoing improvement.

The effectiveness of leadership and management of the early years provision

The childminder promotes children's safety by undertaking thorough risk assessments of her premises, all outings and activities and by maintaining vigilant supervision at all times. She gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently according to their age and capability. Children are safeguarded effectively because the childminder has a

secure understanding of child protection procedures and knows what to do to report any concerns. She has taken positive action to complete all recommendations and requirements for improvement from the previous inspection. She is committed to personal development and embraces relevant training opportunities to support her work with young children. She is developing confidence in her use of self-evaluation to drive improvements in her services.

A comprehensive and detailed range of written policies is in place to promote children's health, safety and welfare and parents are provided with copies of these important documents. All necessary records are completed efficiently and parents receive written details of their children's daily care and routines. The childminder has formed positive partnerships with parents which means they feel fully informed and included at all times. She has established contacts with others involved in the children's lives, for example, the local school which supports children's overall development. Systems to sensitively observe and assess what children can do are in place, and this information is used consistently to plan for individual children's next steps.

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

This childminder has arranged her home to provide a safe, secure environment for children where toys, activities and resources are stored within easy reach to promote independence and choice. Children develop a sense of belonging and build positive relationships with this childminder and her family. Consequently, they feel confident to express themselves, for example, asking for a favourite story, a drink or a comforting cuddle when unsettled.

The childminder provides a varied and well-planned programme of activities indoors and uses local resources to extend children's learning programme. She successfully engages children's interest and helps them to make progress across the curriculum as active learners. Children behave well and are developing an understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other because the childminder introduces activities to practice these skills and positively acknowledges their good behaviour. They follow the sensible house rules to promote safe behaviour and respond happily to gentle reminders when these are needed. They are learning to be safe outside the home as they practise road safety on outings and talk about stranger awareness.

Children proudly display their work in their learning journals and eagerly share and describe what they are doing in the many photos of them engaged in meaningful play and fun. The childminder gets down to the children's level and joins their world remaining alert to times when intervention may or may not be required. She effectively uses children's interests to promote learning, for example, using an interest in programmable toys and shapes to measure compare size and colours and promote communication skills. Consequently children are settled and happy in her care and develop a sense of belonging and confidence as they play.

Children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. A healthy selection of suitable snacks such as fresh fruit is provided and the childminder talks to the children about promoting growth and good health through healthy eating. Daily outside play promotes their good health and development as they play and learn in the fresh air.

Children have many opportunities to use their imagination and creativity as they make models and pictures. They enjoy using the good range of books enthusiastically contributing to a familiar story shared with their peers. Records of activities show they are exploring and sharing experiences of their own and other lifestyles which means they are learning to respect and value differences. Photos in their comprehensive learning journals evidence they enjoy finding out about their local community and are learning about the wider world and their place in it. They are learning to care for others less fortunate and engage in fund raising activities and events.

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

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

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

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

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
--	-----