

## Inspection report for early years provision

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<b>Unique reference number</b>	EY385263
<b>Inspection date</b>	05/02/2010
<b>Inspector</b>	Kate Bryan
<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.

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## **Description of the childminding**

This childminder was registered in 2009. She lives with her partner and child in a house in Leicester City. The property is within walking distance of local schools, shops and park facilities. Children access the ground floor of the house which includes a playroom, lounge, kitchen and toilet facilities. There is an enclosed back yard for outside play. The family has a pet cat.

The childminder may care for a maximum of five children under eight years and she currently has five children on roll of which two are in the early years age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and regularly attends carer and toddler groups.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children receive an individual service because the childminder works closely with parents to understand their changing needs. This ensures children are happy and content in her home. She has a good understanding of the Early Years Foundation Stage (EYFS), although recommendations have been made to further progress this, and this helps children to make good progress as they learn through play. The childminder uses self-evaluation well to reflect upon and monitor her practice and she has identified areas for development which will 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:

- develop the use of children's starting points so they are linked to the areas of learning
- develop systems to work with others who are delivering the Early Years Foundation Stage to children.

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

The childminder ensures that children's safety is a priority by having good measures in place to achieve this. She has a clear policy outlining how she will protect children and all parents receive a copy of this so they understand how their child will be cared for. The childminder has undertaken training in this area and she also ensures all adults are vetted and children are never left with anyone who has not been cleared.

The childminder uses self-evaluation effectively to identify areas in which she can

make improvements, for example, by re-arranging her play area so it is always fresh for children. She has a good commitment to improving her own knowledge and expertise and keeps current with new initiatives in childcare as works closely with other childminders in the area and attends a monthly support group run by the local authority adviser. The childminder is keen to progress and develop professionally and this is demonstrated by the courses she has attended which include first aid, the 'Introduction to Childminding Practice' course, food safety and the introduction to the Early Years Foundation Stage. She also has a Level 3 qualification in childcare and has identified further training she intends to pursue.

The childminder has good systems in place to promote children's safety and a comprehensive risk assessment supports this. This includes procedures to keep children safe on outings and the childminder helps children to learn about this as she talks to them about road safety and 'stranger danger'. The childminder has organised her home well so that children's safety is promoted and they also have good opportunities to make choices about what they wish to play with. For example, a child-sized table and chairs are in place so children can work at their own height and there is easy access to mark-making equipment. Many resources are at floor level and children happily move freely between the play room and lounge as they enjoy their day. For example, children choose a book in the play room and sit in the lounge so the childminder can read this to them.

Parents receive a copy of all policies and procedures so they know how their child is cared for and the childminder talks to them daily about their child's progress. The childminder understands the importance of working with others who deliver the EYFS to children, however, systems are not yet in place to achieve this so consistency is not promoted as well as possible.

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

The childminder has a good understanding of the Early Years Foundation Stage and makes good use of the practice guidance so she can see what children have achieved and what they need to learn next. Planning is effective in linking activities to all areas of learning and observations show that children are making good progress in these areas. The childminder takes some information about children's starting points from parents, however, these are not yet linked to the areas of learning so the children's 'learning journey' is not as detailed as possible. The childminder has a good understanding of letting children initiate their own activities whilst also providing guidance in others so they have a good balance to their day. The childminder shows good skills in linking activities to help children learn, for example, some story books contain jigsaws so children can look at books for pleasure whilst also learning about shapes and how to match these.

The childminder has a good understanding of children's individual needs and interests and uses these to help them learn. For example, children were encouraged to recognise patterns when they used play dough cutters and the childminder talked to them about rectangles which were linked to 'Bob the Builder' which children understood. Warm relationships are in place between the

childminder and the children and she has a good understanding of helping them to feel welcome. For example, a young child receives cuddles to help them settle. Children with English as an additional language are encouraged to feel involved as the childminder uses key words to communicate and the computer to promote their sense of achievement. The childminder promotes children's understanding of the natural world well as they grow bulbs and create pictures using leaves. Their developing physical skills are well supported by regular trips to the park where they have access to large equipment, such as, swings and climbing frames which promote challenges.

Children enjoy snacks of fruit and drinks and parents provide packed lunches. The childminder helps children to understand about healthy lifestyles by talking to them, for example, about why vegetables are good for you, and by promoting good hygiene procedures, such as hand washing. Children use liquid soap and paper towels so cross-contamination is reduced effectively.

The childminder uses simple rules to help the children learn about good behaviour, for example, sharing and using good manners, and they play happily alongside each other. Children enjoy a good range of outings, for example to parks, toddler groups and the library and they also use public transport so they gain a sense of the local community. Children are also developing an awareness of the wider world as they learn about other cultures and festivals.

## 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	3
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
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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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