

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Lynn Dent
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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband and four children aged 19, 17, nine and eight years in Leicester. The whole of the childminder's house is used for childminding. Access to the premises is by a ramp to the front door. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time. She is currently minding seven children, of whom four are in the early years age range and one is over the age of eight years.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group and takes children to the park. The family has a pet rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the homely atmosphere where their daily routines are met. All children have the opportunity to engage in a satisfactory range of activities that support most areas of learning throughout the week. The childminder is not yet evaluating planned activities to ensure that the learning aims are being met. The required documentation is in place and most is completed accordingly. The childminder keeps parents informed of their child's progress and daily experiences and works with others to promote consistency for the children in her care. The childminder has systems in place enabling her to self-evaluate her provision and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure incident records show how existing injuries occurred and are signed by parents
- improve planning to ensure a balance across all areas of learning and evaluate activities, maintaining a focus on the learning outcomes and how these can be adapted for future use
- ensure that parents have the opportunity to add to their child's assessment record.

The effectiveness of leadership and management of the early years provision

Children are well protected from abuse and neglect because the childminder has completed safeguarding training and knows how to report concerns to the relevant agencies. Children play in a safe environment because the childminder regularly risk assesses the home and garden. Further risk assessments for everyday outings mean that children continue to be kept safe when away from the home. Children can safely access the appealing range of toys and resources because these are stored at their height and are kept in good, clean condition. The home is organised so that children can play, have space to relax and a quiet place to sleep where they can be monitored at all times. Consequently, they are kept safe.

The childminder plans an appropriate range of activities to support the children's learning and development through play, for example, craft activities, music and movement, singing and story time. However, not all areas of learning are equally promoted throughout the week. The childminder has systems in place to evaluate the activities provided but has yet to implement these. Consequently, it is not clear if the aims of the activities have been met or how the experiences can be adapted for future use. Clear assessment records show the children's achievements and their next steps which are useful for planning future activities. Overall children are making steady progress in their learning and development.

The childminder builds working relationships with parents. They all receive written policies and procedures and are kept informed when new or updated ones are implemented. Information is shared with parents daily, keeping them informed of their child's day. Parents have the opportunity to review their child's developmental record regularly, although there are no systems in place to enable them to add their own comments. Consequently, these records do not give a full overview of the children's learning and developmental progress achieved at home. Channels of communication help to ensure that information is exchanged with other early years settings that children attend. This results in consistency for the children.

All required documentation is in place, such as, registration forms and contracts, written permissions from parents, accident and incident records. However, the incident records do not detail how existing injuries occurred and are not signed by parents. The childminder has systems in place to help self-evaluate her provision. As a result she is able to identify areas for improvement and has addressed the recommendations made at the last inspection. The childminder attends training to update her knowledge and skills, showing a further commitment to improvement.

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

Children can explain the reasons for routine hand washing. They spend time outdoors each day, benefiting from fresh air. The childminder helps them develop an understanding of exercise because they take part in regular physical exercise and music and movement sessions. Parents provide packed lunches, which the

childminder supplements with healthy snacks. Consequently, They develop an understanding of healthy eating. Children practice the fire drill and road safety developing and understanding of how to keep themselves safe. Children develop good behaviour because the childminder sets realistic rules for them to follow. For example, listen carefully to what others are saying, be polite and remembering our manners and saying sorry. As a result they learn to consider others.

Children are contented because their routines are managed accordingly. They have their breakfast or snack when needed and babies are put down for a sleep in the buggy in accordance with parents' wishes. Consequently, they wake up cheerful and ready to play with their friends. Children clearly feel safe in the childminder's care, independently moving around the room, accessing toys at will. Younger children enjoy playing with developmentally appropriate toys, particularly push button toys that play music and light up. Consequently, they experience early technology.

Children are learning to match shapes and sort by size as they use toy hammers to knock various shapes through sorters and stack rings onto poles. All children are equally involved in the activities provided. For example, during a drawing activity, older children are encouraged to colour pictures carefully and talk about the colours they are using while younger children are supported to make marks on paper. During this activity the children sit together at the table as the childminder helps them to socialise.

Children enjoy the childminder reading their favourite stories to them. The childminder uses this well to relate to their own experiences, such as, talking about their scooters. The childminder has trained in using sign languages and routinely uses this with the children. Consequently, all the children are becoming proficient in using sign language as a method of communication. Children develop an understanding of the wider world in which they live as they celebrate various events throughout the year. They enjoy playing in the garden where they test their physical ability and also engage in imaginative play in the play house and enjoy making marks on the ground with water and chalk.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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