

## Inspection report for early years provision

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<b>Unique reference number</b>	EY283925
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Diane Ashplant
<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 registered in 2004. She lives in an area near Leicester close to local shops, park and schools. The whole ground floor of the childminder's house is available for childminding and there is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children at any one time and currently has 12 children on roll of which four are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school and pre-school and attends several other early years groups. The childminder has an appropriate early years qualification.

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

Overall the quality of the provision is good.

Children are well cared for in this warm and welcoming home where their welfare, learning and development are generally very well supported by the childminder who has a good understanding of how young children learn. She shows a good commitment to continuous improvement through attending various training courses and has effective systems in place to reflect on her practice. She offers an inclusive environment which ensures children's individual needs are well met and works well with parents to encourage this. She has strong links with others in place to support outcomes for children.

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

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

- ensure the risk assessment covers anything with which a child may come into contact
- review the procedures for hand drying to further prevent the spread of infection.

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

Children are safeguarded as the childminder has a good understanding of her role and responsibilities to protect them from possible harm or neglect and how to pass on concerns appropriately. She has attended regular training in this area to keep her awareness up-to-date and has a clear policy which she shares with parents. She also carries out routine procedures such as safe collection to further promote children's welfare and has just drawn up an emergency back-up procedure to reflect changes in circumstances. She maintains a very safe household where all

hazards have been well addressed. She has an affective risk assessment which she completes and records daily, however, this does not cover everything a child comes into contact with such as playing outside the property which may mean not all hazards are identified. She is fully aware that all adults around children must either be appropriately checked or fully supervised. She has a good commitment to continuous improvement through training, and uses systems effectively to evaluate her practice. All documentation for the safe and efficient management of the setting is in place and well organised.

The childminder offers a very welcoming home where she works closely with parents to find out children's individual needs and routines so they settle well. Children move easily between the rooms and access toys of their choice from the wide selection available which support all areas of learning. The childminder offers children different experiences through visits to local parks and attendance at a variety of local early years groups. Although she has not had any experience of looking after children with more specific needs, she shows a positive attitude to this and knows the importance of liaising closely with parents and other professionals as needed.

Partnership with parents is good and information is shared from the start through useful displays which include, for example, the weekly menu and monthly programme and also the parent's prospectus which contains a range of policies. The childminder ensures she is always available to talk with parents and provides a daily diary for younger children. She encourages parents to read their children's learning journeys so they are involved in their children's progress. She has good links with the childminding network and also with the local nursery and school. Information is shared to help support children's development and opportunities such as the daily settling-in activity enjoyed by parents/carers and children together serves to further support this.

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

Children are happy and well occupied in this setting where they are very comfortable and make warm relationships with the childminder. They are learning about safety as they are reminded about safe play, or they carry out suitable routines as they walk to nursery, such as holding hands and stopping at the lamppost. They enjoy a range of nutritious home-cooked foods and healthy snacks which are eaten as a sociable and chatty occasion around the kitchen table. Children have daily walks in the fresh air and enjoy visits to the park or playing outside in the garden or the yard. They independently wash their hands after using the toilet and younger ones recognise the colour of their flannels. However, the sharing of one linen towel for older children does not fully reduce the risk of cross infection. Children practise physical skills and exercise as they dance and sing to music DVDs while younger ones are encouraged to develop early walking skills. Children are sociable and confident and engage well with the childminder and each other. They experience other social and play experiences as they attend different early years groups or visit local amenities such as the park and the library. They enjoy activities planned around the different cultures and access a range of

resources to promote their understanding of the wider world.

Children are making good progress in their learning and development as the childminder supports their play well using regular conversation to effectively question and prompt their growing understanding. The childminder maximises opportunities well throughout the daily routine to engage and develop children's interests whilst also making learning fun. There is a good balance of free and more adult-led activities such as pre-school time where children happily engage in number, letter and colour discussions and are proud to see their progress displayed on the door. Their language is developing well and conversations abound about their time at nursery and pre-school and access to books and the singing of rhymes and songs further support this. Children have a range of items for mark-making and enjoy matching the dots as they start to recognise letters whilst also seeing their names on the door. They have a wide selection of resources to promote problem-solving, such as puzzles and construction activities. They take part in different imaginative and creative play, feeling different textures such as shredded paper or playdo, and develop their imaginations through role play with the small world figures and play kitchen. Children are confident and sociable and their behaviour is good as the childminder provides firm but fair boundaries with clear explanations as well as lots of encouragement to develop their self-esteem. Children know the routine well and confidently carry out routine tasks such as taking outdoor clothes on and off and clearing away after eating and tidying up toys.

The childminder is alert to the children and how they are progressing. She gets to know them well through discussion with parents and the completion of an 'all about me' form. Children's progress is well monitored through effective systems of recording observations of their play which are used to identify their progress and help the childminder plan for the next steps in the children's learning. All these are collected together in the children's learning journeys and provide a precious record of activities enjoyed and progress made while in the childminder's care.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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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