

Inspection report for early years provision

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Inspection date	16/03/2011
Inspector	Kate Bryan
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.

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 1990. She lives with her husband and adult child in the Rushey Mead area of Leicestershire. The whole of the ground floor of the house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently three children on roll, all of whom are in the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder 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 happy and content in the childminder's home because she knows them well as individuals. She also works closely with parents and others involved in the children's care to ensure they have an enjoyable and worthwhile time at her home. All children make good progress in their learning and development and enjoy a broad range of activities. Generally, all required policies and procedures are in place to ensure children's welfare is well promoted. Good systems for self-evaluation and reflective practice enables the childminder to identify areas for development. All recommendations made at the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- ensure that information about who has legal contact with the child is added to children's records.
(Documentation) 06/05/2011

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

- develop further existing systems to build on the next step in children's learning.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has a secure understanding of recognising abuse and who to report any concerns to. This is shared with parents so they know how their child will be protected. The childminder has also undertaken training in this area which promotes children's safety well.

The childminder ensures her home is safe for children by putting in place a good range of measures and risk assessments for their protection. Security is also well promoted because children cannot leave the premises unsupervised and all doors and gates are locked. The childminder helps children to understand about keeping safe in her home as she encourages them to think about hazards, such as, not putting toys away and what the consequences of this may be. They also learn about road safety and stranger danger on trips out which helps them to be vigilant about their own safety well.

Parents receive a good range of information about the service which includes their own copies of policies and procedures. They are very pleased with the way their children are cared for and have recently nominated the childminder for the 'Childminder of the Year' award. The childminder informs them daily of their children's progress and offers additional help via information on the notice board and in leaflets. All required policies and procedures are kept; however, there is no record of who has legal responsibility for the child. This means records are not as detailed as required. Arrangements are also in place to work with other practitioners who deliver the Early Years Foundation Stage to children to ensure their individual needs are met.

The childminder uses self-evaluation well to reflect on her practice and identify areas for development, such as further training. She has also completed a Level 3 childcare qualification and a range of further training which demonstrates her commitment to improving her service for children.

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 which means a balance of activities are planned which help children to learn through play. Children's starting points are established and the childminder builds on these as she completes a 'Learning Journey' for each of them. Frequent observations capture children's achievements and the next steps in their learning are identified. A recommendation has been made to continue to build on these. Parents have regular access to these journeys and can contribute by adding their own observations of their child's development.

The childminder has organised her home well to ensure children can easily access a wide range of resources. They explore the environment with confidence and enjoy playing in the garden where they bounce on a small trampoline and use a

slide, tunnel and ride on toys. This helps to develop their physical skills well. The childminder understands the importance of children playing in fresh air and activities, such as, mark making, take place outdoors as children chalk on slabs. This also promotes the development of their small hand skills effectively.

The childminder has a good awareness of getting the children out into the local community and they attend a stay and playgroup and visit local parks, shops and the library. This also provides them with good opportunities to socialise. The childminder promotes children's language development well as she constantly talks to them and asks questions to encourage them to think about what they are doing. This is very effective as children are accomplished at counting and problem solving and eagerly show the childminder a house they have built and tell her how many rooms are in it. The childminder also has a range of languages which are helpful in enabling children to settle, make choices and feel included in the home.

Warm relationships are in place between the childminder and the children and she clearly knows them as individuals. For example, she responds quickly to a child's routine for settling in and provides a range of resources which interest and engage them. The childminder involves children in planning because she asks them what they would like to do and, for example, this allows a child to follow an interest in giraffes and to talk about where they live.

Children learn about being healthy because the childminder explains to them about germs and how to prevent these from spreading. They are also reminded about this by a poster in the dining area. This promotes their understanding of good hygiene well. Children enjoy snacks of fruit and have completed work on '5 a day' so they are beginning to understand about healthy options. The childminder also ensures she discusses this with them in activities, such as baking.

Children behave well because the childminder uses simple rules which they can understand, such as being polite. They respond appropriately to gentle reminders to share and receive lots of praise for this which promotes their self-esteem effectively.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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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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