

## Inspection report for early years provision

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<b>Unique reference number</b>	260320
<b>Inspection date</b>	18/04/2011
<b>Inspector</b>	K.A. 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.

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 2001. She lives with her husband and two adult children in Leicester. Most of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The childminder has two dogs.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for six children under eight years. At present she has seven children on roll, of whom two are in the early years age range. She also offers care to older children.

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.

The childminder ensures she knows the children well as individuals, which means she can plan a range of activities which engage and interest them. She understands about their care and developmental needs as she works closely with parents to obtain all available information about them. Generally, all children make good progress in their learning and this is supported by a range of interesting resources. All required policies and procedures are in place, as are most requirements to keep the home safe. The childminder has established efficient systems to monitor and evaluate her service to children. All recommendations from the last inspection have been implemented.

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

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

- provide appropriate fire detection equipment, specifically a smoke detector on both levels of the home
- develop further assessments of children's progress and identify next steps for their learning to ensure they make maximum progress.

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

The childminder is clear about her responsibility to safeguard children and who to report any concerns to. She has also attended training in this area, which further enhances measures to protect children. A policy is in place which is shared with parents so they understand how their children are protected from harm. All adults at the home have been checked and children are never left with people who have not been cleared.

The childminder shares a good range of policies and procedures with parents and talks to them daily about their children's progress. She shares children's achievements with parents and works closely with them to establish their developmental needs. Satisfactory systems are also in place to work with others who deliver the Early Years Foundation Stage to children.

The childminder has a good range of measures in place to safeguard children and she is always in the kitchen and garden with them so their safety is well maintained. However, smoke detectors are not sited on both levels of the home which means safety may not be promoted as effectively as possible. Children learn about keeping themselves safe as the childminder explains to them about hazards, both in the home and on trips out. Consequently, children understand the consequences of their actions, which helps them to learn about sensible risk taking. A risk assessment is in place which includes daily checks on the home, garden and resources to ensure the environment is safe.

The childminder has completed a range of training and has also identified further training, which demonstrates her good commitment to developing her service. Self-evaluation has been used well to identify further training and ways to develop the service to 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 and plans activities based on children's interests. She establishes their starting points and observes what they can do; however, observations are not currently used as well as possible to plan the next steps in children's learning.

The childminder increases children's awareness of the wider world well. They acknowledge a range of festivals and enjoy activities, such as food tasting and dressing up. The childminder also understands the importance of including all children as she shows children with English as an additional language a range of objects so they can make confident choices.

Warm relationships are in place between the childminder and the children and they happily involve her in their games; they were delighted when she sat and helped them make a castle. She is skilled at asking children lots of questions to help them think about what they are doing and, consequently, children know colours and numbers well. Their language skills are also well promoted as they compare sizes and talk about how objects are positioned when they build a tower. Children receive lots of praise for their efforts, which promotes their self-esteem.

Children are beginning to appreciate the natural world and they enjoy looking at the rabbits and chickens the childminder keeps. They know that eggs can be collected and eaten, which also helps them to learn about changes in objects. Children also use recycled kitchen materials to build with and are effectively beginning to understand about how to care for the environment. The local

community is explored well as children go to the park, the farm and local shops. They also travel by bus into the town centre, which provides them with good opportunities to socialise and learn about the larger community. The childminder has organised her home well so that children can easily access a good range of resources. Free-flow between the indoors and the garden also ensures children benefit from fresh air as they enjoy mark making and making rubbings of stones. They also regularly attend parks which have large equipment, such as swings and climbing frames, which provide challenges for children's growing physical confidence.

Children learn about the benefits of a healthy lifestyle as routines, such as hand washing, help to establish good hygiene practices. The childminder also provides drinks and snacks of fruit so children have healthy options; at present children bring packed lunches. Children also enjoy baking and the childminder uses this opportunity to promote mathematical skills, such as weighing and measuring.

Children behave well and are beginning to understand that cooperation makes activities work. For example, children work together to build a castle out of bricks, which also promotes their problem solving skills effectively. Children understand simple rules, such as sharing, and respond positively to gentle reminders to do this.

## 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	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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