

Inspection report for early years provision

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Inspection date	12/05/2011
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.

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 2007. She lives with her husband two adult sons in Leicester. The whole of the ground floor and the bathroom on the first floor of the childminder's house is used for childminding.

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 six children under eight at any one time. She is currently minding 11 children, of whom two are in the early years age range and two are over the age of eight years.

The childminder walks to local schools to take and collect children. She takes children to the library and to the park. The childminder supports children with special educational needs and/or disabilities. 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 settled and confident because they receive good care from the childminder in a homely environment. The childminder plans a range of interesting activities and experiences that effectively promote the outcomes for children. The effective partnership with parents ensures continuity in children's care routines. Children benefit because the childminder promotes inclusive practice by working in partnership with specialist services and agencies. The childminder is in the early stages of self-evaluating her provision and identifying areas for improvement.

What steps need to be taken to improve provision further?

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

- improve the arrangements in place to further determine children's starting points so their strengths can be built on
- develop the systems already in place to further self-evaluate and monitor practice to bring about continuous improvement to ensure that the needs of all the children are met.

The effectiveness of leadership and management of the early years provision

Children's welfare is well protected because the childminder fully understands her responsibilities for recording and reporting concerns to the Local Safeguarding Children Board. Monthly risk assessments of the premises, resources and for every day outings such walks to school and using the park ensure that children are kept safe. Children benefit from a dedicated play room where their art work adorns the walls and toys and resources are organised to enable them free access, thus

promoting their independence.

The childminder collects information about the children's routines and interests at induction helping her to meet their individual welfare needs. However, this does not include information about their stage of development and learning. As a result this impinges on the childminder's ability to build on what the children already know and can do. The childminder's own ongoing observations are used well to monitor and assess the children's achievements and learning priorities. This information is useful for future planning and to keep parents informed of their child's progress. The childminder plans and provides an interesting range of developmentally appropriate experiences for the children in her care. For example, baking, craft activities and imaginative play. As a result they are making good progress in their learning and development.

Parents are informed of how the childminder runs her service at induction. Good communication with between both parties means that information about the children's changing needs is discussed, enabling the childminder to continually meet these. Letters from parents state they are 'Happy in the knowledge that our son is happy and well cared for' and the childminder has 'Provided care and dedication and our child has made progress'. All children benefit from inclusive care and are fully integrated into the setting because the childminder works closely with specialist services and agencies.

Through early systems for self-evaluation the childminder is beginning to recognise areas for improvement. She presents a positive attitude to improving her knowledge and skills by attending a range of training resulting positively on the children in her care.

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

The childminder knows the children well because she spends time effectively interacting with them to support their learning and development through play. For example, they spin numbers on an activity box and together they count to 10. Children can match actions to words as the childminder sits them on her knee to sing rhymes. The childminder ensures that children feel safe and comfortable in her care because she gives cuddles and reassurance when they feel insecure. Consequently, they quickly return to feeling confident and settle to playing happily. Children enjoy imaginative play. They are pretending to make cups of tea in the role play kitchen. They use a toy teapot which makes noises, showing the use of early technology. The childminder effectively extends the children's language development by asking questions and talking about what they are doing.

Children develop good self-esteem because they receive encouragement from the childminder, for example, she praises them for counting with her. Children behave well because they understand the realistic rules in place such as not hurting each other and sharing. Children learn about safe practices from an early age because the childminder gently reminds them of the dangers of standing or climbing on toys. When away from the home all children learn how to cross the road in a safe

manner. Children learn to be responsible because they help to tidy way toys. They learn to manage their own needs as they help themselves to drinks.

Children develop an understanding of good hygiene through daily routines. Younger children readily use hand wipes before and after snacks and older children use the bathroom to wash their hands. Children enjoy a nutritious diet and learn about the importance of exercise during 'Funfit' sessions. They benefit from fresh air daily as they walk to and from school and use the park to play games and have space to run off excess energy. Children are protected from illnesses because the childminder implements clear exclusion periods for infectious illnesses such as chicken pox.

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	3

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	3
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	3
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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