

Inspection report for early years provision

Unique reference number	258268
Inspection date	11/05/2011
Inspector	K.A. 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 1998. She lives with her husband and adult child in Leicester. Children have access to the ground floor of the home and the family bathroom. There is also 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 four children under eight years. At present, she has five children on roll, of whom four are in the early years age range. She also offers care to older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content with the childminder because she knows them well as individuals. This helps her to plan activities which interest them. Good working relationships are in place with parents so she can respond quickly to children's changing needs. The childminder is also beginning to work with others who deliver the Early Years Foundation Stage to children. 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 all 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:

- improve observations to ensure all areas of learning are covered equally
- develop arrangements to liaise with other people who deliver the Early Years Foundation Stage to children.

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. 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. Parents also have the opportunity to comment on the service by completing questionnaires. They also share in their children's achievements as they help to complete 'All about me'

forms. However, systems to work with others who deliver the Early Years Foundation Stage to children are not yet fully developed which means children may not receive consistent care.

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. Children learn about keeping themselves safe because the childminder explains to them about hazards both in the home and on trips out. Consequently, children understand the consequences of their actions and can talk about how to keep themselves safe. 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 is used effectively to highlight areas to work on and the childminder understands how to use this to drive improvements in 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 and plans activities based on children's interests. She establishes their starting points and evaluates activities to ensure children make good progress. However, observations are not currently used as well as possible to ensure that all areas of learning are covered equally.

The childminder increases children's awareness of the wider world appropriately as she talks to them about festivals and other cultures. She also understands the importance of including all children in the home. For example, if children have English as an additional language she establishes a range of key words to ensure they can make confident choices.

Warm relationships are in place between the childminder and the children and they happily involve her in their activities. For example, children chose a favourite book and happily sat with the childminder as she read to them. She ensured children were engaged in this by asking lots of questions about the story and children were delighted when they received praise for knowing answers. The childminder regularly encourages children to remember what they have learnt and achieves this by making learning fun. For example, as children move cars around a car map she asks them if they recognise the 'lollipop man' and what he does to keep them safe. This also promotes their language skills well, as they discuss where they would like to live and other buildings of interest on the map.

Children are beginning to appreciate the natural world as they go on walks and observe changes in the seasons and feed the ducks. They also use recycled kitchen materials, for example, to make musical instruments out of plastic bottles, which helps them understand how to care for the environment. The local community is explored well as children go to the park, the farm, local shops and play groups and this also provides them with good opportunities to socialise. The

childminder has organised her home well so that children can easily access a good range of resources and activities are regularly taken into the garden. This means children can enjoy mark making by using chalks on slabs whilst they also benefit from fresh air. They also regularly attend parks which have large equipment, such as, swings and climbing frames, which provide challenges for children's growing physical skills.

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 behave well and are beginning to understand that cooperation makes activities work. Children understand simple rules, such as, considering the feelings of others and respond positively to gentle reminders to share toys.

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	3
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

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the safeguarding policy contains procedures for dealing with any allegations made against the childminder. (Arrangements for safeguarding children) 01/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the safeguarding policy contains procedures for dealing with any allegations made against the childminder. (Arrangements for safeguarding children) 01/06/2011