

Inspection report for early years provision

Unique reference number	225855
Inspection date	29/09/2011
Inspector	Christine Armstrong

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.

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Description of the childminding

The childminder registered in 1991. She lives with her husband and two adult children in a house on a residential cul-de-sac in Hinckley, south west Leicestershire. Minded children are based in the ground floor playroom, with access to the rest of the ground floor as needed. There is a rear garden for outdoor play. The family have three pet cats.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop warm and affectionate relationships with the childminder in this inclusive setting. Their learning is effectively promoted because the childminder has a strong knowledge and understanding of how children learn and progress. Systems to monitor children's development are effective and contribute to the progress they make. Partnerships with parents are good and contribute to ensuring that children's individual needs are identified and met. Policies and procedures are implemented very well to safeguard and promote children's welfare. The childminder's capacity to continue to improve outcomes for children is good and most planned improvement has been effectively implemented.

What steps need to be taken to improve provision further?

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

- draw on the full range of quality improvement tools available, for example, use a cultural and linguistic diversity toolkit to reflect on your provision.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is effectively promoted and protected. The childminder has recently completed a refresher course to update her knowledge of child protection issues. She has also updated her written safeguarding policies and procedures that are shared with parents. As a result, she has a strong understanding of the action she should take if she was concerned about the welfare of a child in her care. Household members are known to Ofsted and appropriate checks have been undertaken to ensure their suitability. Children are supervised well at all times and are given good support to feel safe and secure when visitors arrive and depart. Children are cared for in a safe and secure

environment. Thorough risk assessments are undertaken which ensure that all potential hazards to children are effectively minimised. The childminder implements good health and hygiene practices which ensure children are well protected against the risk of cross-infection.

The childminder provides an inclusive service. Positive images of diversity are displayed around the setting, providing a clear message that all people are valued and welcome. For example, a poster displays welcoming greetings in several languages. Each child's family background is recognised and valued, for example, traditional cultural clothes are represented in role play dressing up clothes. The childminder has a strong understanding of how to support children's learning. She organises resources to support children to make choices and take an active part in their daily routines and she makes good use of local amenities to further enhance children's learning. The childminder has a kind, calm and caring approach towards children which helps them to feel, safe, valued and respected. As a result, children are able to approach her for comfort if needed. For example, when children are tired they sit on the childminder's lap and snuggle up to her and rest. The childminder develops positive relationships with parents which enables her to gain a good understanding of children's interests and family experiences. Children's learning journals are used well by the childminder to share information and involve parents in children's learning. This ensures all children are fully included and make good progress in their learning and development. The childminder's portfolio provides information for parents about the childminder's service. It also contains written evaluations and parents show high levels of satisfaction with her service. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she understands the importance of working closely with other early years professionals to support such children.

The childminder demonstrates a good capacity to maintain continuous improvements. She is clearly committed to improving her practice and outcomes for children. She has met recommendations made at the last inspection which has ensured children's health is fully protected and parents are fully informed about the complaints procedures. She has attended a number of training events and is currently undertaking a level 3 child care qualification. This has helped her to develop her knowledge and skills, particularly with regard to monitoring children's progress and identifying their next steps in learning. The childminder evaluates her provision using feedback from parents and Local Authority advisors which enables her to develop plans for future improvements. As a result, she has made recent improvements to update all of her written policies and procedures. However, she has not yet implemented her plan to use a cultural and linguistic diversity toolkit to reflect on her provision.

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

The childminder makes consistent use of observations and assessments to identify children's next steps in all areas of learning and to guide her practice and plan activities. This information is documented effectively in each child's learning journal with their next steps and planning displayed for parents to see. As a result, children are making good progress in their learning and development.

Children take part in a varied range of stimulating activities that help them to become active learners and to develop their skills for the future. A varied range of simple technology resources encourage younger children to explore and investigate. They learn to push, pull and press and watch with enjoyment the effect of their action. Children enjoy trips out into the local community, such as attending play sessions at local child care venues and story times at the local library. This helps children to develop their social skills and to learn about their local environment. Children benefit greatly from the good quality support they receive to join in, cooperate and share with each other, which helps them to consider the needs of other. Consequently, children play happily, their behaviour is good and they benefit from a harmonious environment. The childminder effectively uses praise and encouragement to recognise children's achievements which supports their self-esteem. Daily routines and activities effectively support children's confidence and independence. For example, children help to tidy toys away and help with tasks, such as, carrying the childminder's books.

The childminder is very effective in supporting each child's communication skills. Children take part in singing rhythms and songs and listening to stories. Older children enjoy taking part in conversations with the childminder who shows good levels of interest in what they say. The childminder asks the children questions that encourage them to recall and express their feelings and thoughts. She encourages younger children's emerging vocabulary through naming items as they play. She repeats words back to children and sensitively demonstrates pronunciation and ordering of words. She talks to children about things that she knows they are interested in and spends time listening to their responses, verbally and non-verbally. She effectively captures these opportunities to extend vocabulary and interest in colour shape, measure and position and number. Children confidently follow their own interest and initiate their own play as they make choices and explore their environment independently. They are encouraged to be creative and experiment using different media, such as, play dough and paint. They make sense of their own experiences by engaging in imaginative play, using a varied range of small world resources.

Children are effectively supported to develop a positive attitude towards healthy living. The childminder captures lots of everyday opportunities to explain to children about the importance of exercise, good hygiene and eating healthy food. Children enjoy daily physical exercise as they enjoy outdoor play at different local child care venues and parks. The childminder support children to learn about safety issues, for example, she tells children about potential hazards that can be found in the kitchen as they play imaginatively with small world kitchen resources.

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	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: Met

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