

Inspection report for early years provision

Unique reference number	EY291481
Inspection date	26/10/2011
Inspector	Dianne Sadler
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 2004. She lives with her partner and children, aged five and eight years, in Leicestershire. The whole of the ground floor of the property is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently ten children attending in total, five of whom are within the early years age range. However, the childminder is caring for up to three children in the early years age range at any one time. This is more children than the childminder's conditions of registration allow. The childminder gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are supported well and make good progress in their learning. They are valued and fully included in the childminder's home because she respects their individuality and interests. Partnerships are being developed well with parents and appropriately with other providers. Most policies and procedures are effective in place. The childminder demonstrates a commitment to developing her practice and has made sufficient improvements since her last inspection. She uses self-evaluation as a tool to identify areas for future development. However, one welfare requirement is not being met.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 07/11/2011

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

- improve further the two-way flow of information with other providers with specific regard to children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. The childminder has attended training in this area and has a sound knowledge and understanding of how to protect children from possible harm and neglect. The childminder has implemented clearly written policies, procedures and documents, which she makes available for parents. However, she does not obtain permission from parents for every event of medication given to children. This compromises their safety. Children are cared for in a safe and secure environment. Detailed risk assessments are carried out on all parts of the property and for outings. The childminder has identified and minimised all hazards.

The childminder provides a service that is inclusive for all children and their families to ensure children get the support they need. All children make good progress in their learning. The childminder has a good awareness of children's individual needs and interests and provides a stimulating and welcoming environment. She uses the space and broad range of good quality resources well to support and motivate children's learning. Resources are stored within easy reach to enable children to self-select. This develops their independence and confidence. Since the last inspection the childminder has developed a good range of activities and resources to effectively promote diversity and enhance children's awareness of the wider world. For instance, children enjoy making cards for Diwali which are displayed well to develop their good self-esteem and confidence.

The childminder has a good working relationship with parents. She gets to know families well and discusses children's individual needs and routines. The childminder exchanges information with parents on a daily basis and makes available the records she keeps on children's learning. Parents are encouraged to contribute their views and suggestions about the provision. Parents comment on the happy and clean home environment in which children settle very well. The childminder also understands the benefits children gain from partnership working if they attend other early years provision. However, communication is not fully focused on children's learning and development.

The childminder is committed to continually improving the setting and her professional development. For example, she has attended training relating to food safety and risk assessment and meets with other local childminders to develop her knowledge and skills. She uses the Ofsted self-evaluation document to detail her strengths and targets for improvement. However, the system for monitoring and evaluating the setting has not identified all areas of improvement.

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

Children's sense of well-being is fostered well by the warm and caring nature of the childminder. Children show they feel safe as they settle well and sleep contently when needed in a calm, relaxed environment. They are learning to

respect each other and benefit from developing strong relationships with other children of different ages. Children are developing a good awareness of a healthy lifestyle. They are provided with meals and snacks that are nutritious, varied and healthy. For instance, at lunch time children choose ham and chicken as fillings for their sandwiches and enjoy fresh fruit such as apples. Meal times are sociable occasions with all children sitting at a table. They behave well because the childminder sets clear boundaries.

The childminder observes children's learning towards all the early learning goals. She records the information using photographs, examples of children's work and text and successfully assesses the good progress children make. Children benefit from a broad range of stimulating learning experiences organised within monthly themes which include transport, colour and people who help us.

Children are successfully developing all skills which equip them well for the future. They have plenty of opportunities to explore and investigate the natural world. For example, they enjoy nature walks at the local farm, learning about the habitats and life cycles of animals. When in the setting they continue their learning and develop their creative skills when making animal masks which they decorate. Children also enjoy using tools such as magnifying glasses to seek leaves and insects within their local community. They show awe and wonder as they uncover a cobweb in the garden and develop their language for communication as they use words such as 'spotty' and 'stripy' to describe what they are observing. All children develop skills in numeracy. For instance, whilst learning about 'people who help us', they benefit from participating in a memory and matching game made by the childminder.

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?	3
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	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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