

Inspection report for early years provision

Unique reference number	EY311225
Inspection date	08/12/2011
Inspector	Kate 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.

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Description of the childminding

The childminder was registered in 2005. She lives in Leicester City with her partner and child aged 10 years. The areas of the home used for child minding are the hall, lounge, dining room, conservatory, toilet room, utility room and kitchen. Children also access an enclosed garden.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for five children under eight years. At present she has three children on roll, all of whom are in the early years age range.

The childminder regularly attends carer and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the childminder's home because she responds to them as individuals and offers activities which engage and interest them. She achieves this by working closely with parents who keep her well informed of children's changing needs. Generally, all children make good progress in their learning and development and a wide range of resources offer them a variety of experiences. All required policies and procedures are in place and are used well to underpin the childminder's practice. Self-evaluation is used effectively to identify areas for development and 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 determine children's starting points so their strengths and interests can be built on.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to keep children safe and shares her safeguarding procedure with parents so they know how their children will be protected. Clear reporting procedures are in place and the childminder has attended training in this area, consequently, children are well protected from harm.

The childminder has organised her home effectively to provide a safe, secure and welcoming environment where resources are easily accessible to engage children. Risk assessments ensure children are protected from hazards and she also helps them learn to be responsible for their own well-being. For example, as she talks to them about road safety when they are out.

A broad range of policies and procedures are shared with parents which includes a positive equality and diversity policy which demonstrates how all children are included. The childminder talks to parents daily and they also have the opportunity to complete questionnaires which ask for their views on the service. These were seen and parents have expressed positive comments about the service. The childminder also has a good awareness of working with others who deliver the Early Years Foundation Stage to children when appropriate.

The childminder has completed a wide range of training and has a Level 3 qualification in childcare. She is committed to improving her service and uses self-evaluation well to identify areas for continuous development, such as continuing to develop her paperwork. She has also implemented the recommendations from the last inspection and this has benefited children as safety measures have been improved.

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 uses detailed observations well to show what children have achieved. From this the next steps in their learning are identified and regular assessments show they are making good progress. However, children's starting points are not linked to the areas of learning which means their progress may not be recorded as effectively as possible.

Children have good opportunities to socialise as they enjoy a range of trips into the local community. The childminder supports children's understanding of their environment and the wider world well as she provides a wide range of activities to broaden their awareness. For example, children taste foods from other cultures and have made chapatis as they acknowledge the festivals of Diwali and Eid. Children's physical development is well promoted as the childminder has a wide range of resources and they also visit parks which have large equipment, such as swings and a climbing frame. Free flow around the ground floor and into the garden also gives children lots of opportunities to develop their walking and climbing skills as they negotiate slides and steps.

The childminder has a good awareness of helping all children join in activities and sits a young child on her knee as they cut out shapes and colour these. The childminder uses lots of questions about shapes to help children think about what they are doing and they are pleased with the praise they receive for their achievements. The childminder fosters children's confidence and self-worth well and a child was very proud of the decorations he had made for the Christmas tree. He was also confident to tell the childminder he wanted to do another activity and she immediately responded to his request. This led to a session of playing musical instruments which made children laugh as they clanged cymbals and shook sleigh bells which also promotes their imagination and creative awareness well. Children are beginning to communicate as they 'babble' and repeat words and the

childminder is skilful at extending their vocabulary. Lots of talking and singing ensures they understand how language works and children happily 'talk' as they play alongside each other.

Children's health is well promoted as they enjoy snacks of bananas and grapes, of which grapes are grown in the garden. They also grow tomatoes which they eat and this strengthens links between healthy eating and sustaining the environment. Practical activities, such as making cakes, helps to consolidate children's understanding of healthy options and also provides them with opportunities to weigh and measure.

Children behave well because they understand simple house rules, such as 'Sharing is Caring'. They are mindful of each other and an older child gives a dummy to a younger one, for which he receives lots of praise. Children are beginning to learn about using good manners and are, consequently, developing a good set of social skills to build on for the future.

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	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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