

Inspection report for early years provision

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Inspection date	26/10/2011
Inspector	Claire Jenner
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 1999. She lives with her two adult children, child aged 13 years, and grandchild aged 3 years, on the outskirts of Leicester City. The whole of the ground floor, first floor bedroom and bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent awareness of the Early Years Foundation Stage and uses this to provide children with an extensive range of learning experiences. Children enjoy a busy and active time and are making very good progress in their learning and development. All children receive a high level of support to help them develop the skills they need for the future and the childminder is extremely successful in promoting equality and diversity. Effective relationships with parents, local schools and other agencies are firmly established to ensure that all children are fully provided for and they get any additional support they need. The childminder is committed to, and passionate about, her work and works incredibly hard to keep up-to-date with current guidance and practice. She has a very clear and realistic awareness of her own provision and identifies and acts upon areas for improvement where necessary.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

The childminder has an extremely clear understanding of safeguarding issues and her responsibility to protect children from harm. She has attended refresher child protection training and advises parents of her responsibilities through discussion and access to a broad range of policies and procedures. All adults who have contact with the children are suitable through effective and prompt vetting procedures. The childminder implements robust risk assessments which help to create a child-friendly and safe environment for children to play and explore with confidence. In addition, the level of supervision is consistently high. The childminder introduces specific safety themes to help children understand danger both on and off site and she reinforces safe practice diligently to instil good habits from an early age.

Children's care is consistently supported by the childminder and resources and play experiences are provided that are very well suited to their stages of development and personal interests. Each child is highly valued as an individual and the childminder celebrates their individuality and builds close bonds to help them feel very welcome and safe in her care. She seizes opportunities to develop their understanding of diversity through everyday routines and activities so that it becomes intrinsic to the service she provides. A sensitive settling-in process is provided for each child which encourages their feelings of security. The childminder has formed very strong partnerships with parents who value the service highly. They feedback their comments through questionnaires and ongoing discussion stating that they feel fully informed and included at all times. They benefit from regular verbal feedback about the day and more formal two-way dialogue using communication books. They routinely have access to policy updates to keep them informed about current practice. The childminder has excellent strategies in place to establish effective partnerships with other providers and agencies working with children, such as local pre-schools and health professionals. This promotes continuity of care which successfully supports children's overall development and progress.

The childminder is passionate about developing her service and self-review systems are developing well to enable her to consider priorities for continued improvement to further support and extend her practice. She is making full use of connections with other childminders and professional organisations to obtain and share best practice ideas. The childminder further extends her knowledge by regularly and enthusiastically attending training. She consistently takes account of children's and parents' views, thoughts and feelings to guide and inform her practice.

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

The childminder has an excellent understanding of how children learn through their play and offers interesting and challenging opportunities to capture their interest and involvement. Children benefit from a balanced range of adult-led and child-initiated activities and the childminder is skilled in knowing when to let children take the lead and when to extend ideas to link learning and developing understanding in a relevant context. The childminder prepares long, medium and short term plans to cover not only all the areas of learning but those that reflect children's individual interests. This ensures that both she and the environment are well prepared before the children arrive. She effectively records children's achievements and progress and uses this information to ensure that all children receive the right level of support in order for them to join in and succeed in her setting.

Children are confident, well occupied and are happy in the childminder's care. They get on well together, know what is expected of them, learn to take turns and value one another; for example, a group of young children play happily with the bricks and trains. They move freely between the identified play areas, taking it in turns to push the large train that they have made together. Any minor disputes are diffused quickly and calmly by the childminder who consistently acknowledges and celebrates in the children's positive behaviour and achievements. The children learn to recognise their own needs and are encouraged to take some responsibility for their personal care from an early age, for example, before eating they know to wash their hands and they are aware of their own individual flannels and towels. Children are taught to be aware of their own safety; for example, they learn about walking safely and understanding the rules for safe road crossing and understand that they must not leave toys all over the floor in case someone trips or falls over them.

The children are lively and animated with the childminder and show that they are developing confidence in their own abilities. This is illustrated as the children engage in imaginative play, with dolls and home-corner equipment. They actively listen and develop their vocabulary as they chat enthusiastically to the childminder as they play. Children have many opportunities to use their imagination, creativity and illustrate their learning as they recycle boxes to make models and use paints, pencils and crayons to create their own pictures. Children enjoy using the extensive range of books and are able to access them independently as they are displayed throughout the childminder's home. The childminder makes full use of local resources and community groups where children have additional opportunities to access different equipment and activities and meet and engage with other people. As a result, children are beginning to understand the world in which they live and their place in it. The childminder is aware of the importance of outdoor play and physical activity. Consequently, she has recently created a new vegetable plot and herb garden and ensures the children have frequent opportunities to visit local recreational areas and parks. Daily walks to and from school through local woods provides additional opportunities for the childminder and children to talk about and discover natural objects, such as leaves, flowers and

wildlife.

The childminder talks to children about healthy eating and provides practical activities to promote their awareness, such as shopping for fruit and vegetables and involving them in cooking activities on a regular basis. She is aware of children's dietary needs and/or allergies and ensures that she updates her knowledge and understanding accordingly in order to fully support all children. Parents understand about the sickness policy, which helps prevent contagious diseases being passed from child to child.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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