

Inspection report for early years provision

Unique reference number	EY347864
Inspection date	20/03/2012
Inspector	Janice Hughes

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 2007. She lives with her husband and three children aged nine years, six years and 10 months old on the outskirts of Leicester City. The whole of the childminder's home is used for childminding purposes and there is 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 a maximum of four children under eight years at any one time. She is currently minding three children on a part-time basis, of whom two are in the early years age range.

The childminder walks to local schools and playgroups to take and collect children. She is a member of the National Childminding Association and attends the local childminder group meetings. The family has two pet dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, homely and inclusive environment is provided in which all children are equally well cared for. A broad range of resources are available for the children covering all areas of learning. Children make good progress in their learning and development in relation to their starting points. All required policies and procedures are in place which supports safe and healthy practice at the home. The childminder works very well with parents and other professionals to ensure all children are included and to promote a continuous learning experience. She is fully committed to reflecting upon her practice and has an understanding of how to use self-evaluation to show her continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the balance of adult and child-led activities available to the children to support their learning across all areas
- develop the existing assessment procedures to match more fully children's observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the childminder has a strong knowledge of child protection issues. She is fully aware of her responsibilities with regard to supervising the children in her care and ensures effective vetting procedures are in place. Children's safety is promoted as effective systems are in place for example, the fitting of safety equipment including socket covers and stair gates. The

environment, both indoors and outside, is subject to detailed risk assessments. The childminder reviews the home and garden daily, the activities and the outings she goes on. These are effectively recorded and have review dates written on them.

Good use is made of space in the home to provide a wide range of different activities and experiences. Children can use the available resources easily and all toys and equipment are developmentally appropriate. Children's learning is well supported as effective interaction in a natural and sensitive way, results in children effectively exploring play and learning activities available to them. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. She evaluates her provision and shows a willingness to make continuous improvements, making use of self-evaluation as a tool to develop her service to improve outcomes for children. She has completed the required childminding training and first aid courses.

Good relationships are established with parents. The childminder has developed written policies relating to her service, which she shares with parents keeping them informed of her responsibilities. She communicates verbally with parents on a daily basis and for young children, completes a written daily diary. This ensures parents are fully aware of the care provided and the activities their children have encountered during the time spent with the childminder. She takes and collects children from school and playgroup and ensures that relevant information is passed on to parents. She has built partnerships with the playgroup staff to promote continuity for the children's learning and development and produced a communication booklet which links to the activities the children have been doing. She liaises efficiently with other childcare professionals to help develop her further understanding of childcare issues for example the local authority.

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

The childminder creates a warm welcoming environment and helps each child to feel settled and included. The children enjoy the time they spend in her care and in the main make good progress in their learning and development. They are confident to use the wide range of resources available, to initiate their own play and follow their own interests. This helps children become independent learners. The childminder has a good understanding of each child's stage of development which enables her to support their learning and development successfully. She knows what children can do, their likes and dislikes and their particular interests. For example, children play intensely with the building bricks, which are their favourite toy. They explore the textures of the bricks and move them from hand to hand trying to put them together helping them to be critical thinkers. There are some organised and planned activities led by adults. This means some learning opportunities are occasionally missed or not fully acted upon to drive children's progress further. Systems for observing and assessing children's development are well established, however, they do not fully match all the expectations of the early learning goals.

Children are increasing their awareness of diversity through the use of books, resources, visits into the community and discussion. Children develop a purposeful understanding of appropriate behaviour because the childminder provides consistent boundaries, gentle reminders, praise and encouragement. Children's thinking, listening and language development is well supported. For example, children listen to the childminder as she talks to them about the spinning top. They watch the spinning top spin around and reveal the pictures, they giggle and laugh and wait for the childminder to repeat the sequence. The children are attentive and active learners.

Children are developing effective principles of healthy lifestyles. Daily routines are in place to foster children's awareness of the need for personal hygiene. Children's health and dietary needs are met well. They are provided with drink constantly throughout the day to avoid dehydration. They have regular snacks that are adapted to suit their individual dietary requirements and preferences and include fresh fruit and vegetables. Children enjoy regular fresh air and become active indoors and out on a daily basis. For example, they enjoy crawling in and out of the ball pool and rolling the balls to each other and the childminder. This helps to develop their physical skills. Children also have regular visits to the local park and fresh air as they walk daily to and from school.

Children develop an understanding of mathematical concepts through daily routines and play. Their early problem solving skills are further encouraged through resources, such as shape sorters and singing nursery rhymes. Children have opportunities to develop their technology as they play with electronic toys and games, for instance pop up and press button toys. These all provide valuable skills for future learning.

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

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