

Inspection report for early years provision

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Inspection date	14/05/2012
Inspector	Catherine Sharkey
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 registered in 2011. She lives with her partner and two children aged 20 months and nine years in Earl Shilton, Leicestershire. The whole of the childminder's home is used for childminding and there is a secure garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight at any one time, of whom two may be in the early years age range. She may provide overnight care for one child. She is currently minding two children in the early years age range. The family has two pet cats. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is confident in her knowledge and implementation of the Early Years Foundation Stage. They are extremely well safeguarded in her care as she implements meticulous policies and is vigilant in her supervision. They enjoy a good range of stimulating activities. There are good partnerships with parents and carers and they receive detailed information on their children's activities. She evaluates her provision well and attends courses whenever possible to further her professional development.

What steps need to be taken to improve provision further?

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

- build links with other professionals and early years providers in order to maintain continuous improvement in provision promoting positive outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded as the childminder puts into practice her extremely detailed policies and risk assessments. She has robust security and child protection procedures in place and records details of the regular fire evacuation practices. Children are closely supervised and the childminder keeps accurate records of any accidents or medical administration. All of which ensures children's well-being is promoted.

The childminder uses a wide range of exciting and colourful resources to promote the early learning goals well. She plans so that these are rotated regularly to maintain children's interest. They choose from many push button toys, books,

small world and construction toys, as well as a variety of mark-making tools. Children use the small slide and trampoline and sit-and-ride toys well in the safely enclosed garden. The kitchen dining area is set out effectively so that children have enough space to play. They choose toys from a range of boxes set out on the floor.

The childminder reflects on her provision through completing a self-evaluation form and regularly evaluates the activities she provides. This means that she is constantly working to improve children's learning experiences. She accesses current information on early years provision through using the internet.

Partnerships with parents and carers are good. They share detailed information with the childminder on their children's diet, routines, likes and dislikes. They fill in a questionnaire to comment on the provision and are sent daily emails and photographs to enable them to see their child at play and find out about their day. They are encouraged to contribute to children's 'learning journeys' and continue activities at home, such as practising scissor control or early reading and writing skills. This means they are fully involved in their children's learning. The childminder has yet to build links with other professionals.

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

The childminder plans interesting activities for children, ensuring there is a balance between adult-directed and child-directed play that covers the six areas of learning. She uses her detailed observations to plan for each child's next steps so that they build on their learning and their individual needs are met. She interacts very well in children's play, encouraging them to name colours, count objects and talk about their imaginative role play. Children decide for themselves that a large basket can be a boat, a hat or a bed for the teddy. Children solve problems with the childminder's help, such as building a tower of plastic bricks without it falling over. Children experience a wide range of mark-making materials, painting, baking, sand and water. They enjoy dancing to music and banging with wooden spoons to create an accompaniment. They learn about nature and the world around them through their frequent visits to the park, the local common, the library and local shops. Children are developing their physical skills well through their use of the play equipment during these outings and the toys in the childminder's garden. They develop their technological skills well in their use of an exciting range of toys with moving parts, buttons, lights and sounds, as well as play computers. The childminder provides sufficient challenge for each child so that they are able to maximise their learning experiences.

Children show they feel very safe with the childminder as she comforts them if they are hurt and they all play happily together in the caring, homely atmosphere. They smile and laugh as they play. Children feel secure as they have their own bags of 'special things' brought from home if they need comforting. They are confident in choosing toys, initiating activities and asking for things they need, such as drinks or snacks.

The childminder promotes healthy eating by providing nutritional snacks and meals. Children have access to fresh water at all times and are learning that fruit is good for them. Very good policies are in place and implemented to ensure children's health and well-being is supported. The childminder makes sure children wash their hands before meals and after the toilet. She carries out hygienic nappy changing procedures and children have fresh air and exercise each day.

Children behave very well and there are good relationships between the childminder and all children. Clear boundaries are in place and children respond well to these. They are encouraged to have good manners and to be gentle in their play. A child waits patiently for their nappy to be changed and they all engage well with the activities. Children are learning to be independent, choosing which toys to play with and deciding to play outside. One child amuses themselves and the other children by putting a plastic bowl on their head, making everyone laugh. They all squeal and laugh with delight when they dance to music. Children take turns on the slide and share the toys and biscuits. They are praised for having good manners and for their achievements. Children are learning about diversity and other cultures as they enjoy listening to stories from around the world and looking at the pictures in the books. They learn about Christmas, Easter and a variety of other festivals.

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	1
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	1
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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