

Inspection report for early years provision

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Inspection date	17/07/2012
Inspector	Alex Brouder
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 2012. She lives in Earl Shilton, Leicestershire with her husband and three children aged 11 years, six years and 14 months old. Her home is within walking distance of the local schools, shops and parks. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed rear garden which is accessible to children.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of four children aged under eight years, of whom two may be in the early years age range. There are currently two children on roll within the early years. The childminder is also registered on the voluntary part of the Childcare Register to care for older children. The childminder has experience of caring for children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good relationships have been established between the childminder and children in this newly established setting; as a consequence they are very happy and settled in her care. Toys and resources are well deployed to promote an inclusive environment enabling children to make choices in their play, supporting their individual learning skills and development. Exceptional partnerships with parents and carers ensures that children's individual needs are very well met. Effective procedures are in place to liaise with other provisions that may offer care and support to minded children. Overall, observation and assessment information is used well to monitor and plot each child's progress and development. The childminder is passionate about her work and is committed to making on-going improvements in her practice; self-evaluation is realistic and identifies areas for development, these are acted upon these to ensure that she keeps abreast with all requirements and changes.

What steps need to be taken to improve provision further?

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

- enhance the current observation and assessment process, using initial information and on-going observations, to ensure that all areas of learning are covered consistently to ensure that appropriate challenge is offered to all.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded by policies and procedures. The childminder has a secure knowledge and understanding of the procedures to follow should she be concerned for a child's welfare, in line with Local Safeguarding Children Board procedures. This information is shared with parents and carers promoting an open, honest and transparent provision for all who attend. Safety within the home is given priority to ensure that children are protected from harm through for example, daily and regular risk assessments and organising toys and activities that support the ages and stages of development of children in attendance. Thus a welcoming and accessible environment is offered to all. Children's independent learning is well supported through the use of good quality and well-maintained toys and equipment. Systems to support children with special educational needs and/or disabilities is good because the childminder has relevant first-hand knowledge and experience and adapts activities to promote the needs of all. A good range of policies and procedures are used to underpin her practice and shared with parents and cares to ensure they are fully informed.

Partnerships with parents and carers are strong and supportive, which in turns helps children to settle quickly and easily. The childminder offers a number of trial visits to parents and their children to ensure that parents feel confident in leaving their child in her care. Systems to share children's progress and daily activities are excellent, through for example, photos, videos, daily discussion and regular access to children's learning journeys; enabling parents to take an active part in their child's day and offer comments on their child's learning and development within their own home environment. Positive feedback is received from parents through questionnaires, praising her 'homely and professional care' and that they 'feel lucky to have found someone who their child enjoys spending time with'.

The childminder shows a very strong commitment to improving her practice and is animated when she speaks about how she intends to do this. This is reflected through her written self-evaluation which acknowledges her strengths and areas for improvement. She extends her knowledge through attending regular training and keeps up-to-date on current and forthcoming changes, linking with other childminders to ensure that best practice is shared and obtained.

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

Children benefit from the childminder's effective interactions with them as they play. For example, as she encourages them to persevere in removing a small tub from a larger one, when successful she offers praise which they delight in and repeat the activity. She takes time to observe what they do, recognising their interests and using these to plan for the next steps in their learning. However, this is in the early stages of development and tracking is not robustly in place to ensure

that all areas of learning are effectively covered. She works well with parents to obtain information on children's starting points and progress, and in the main, is beginning to use these to plan for children's next steps; as a consequence children make good progress in their learning and development.

Children behave well and the childminder ensures that this is acknowledged through consistent praise and encouragement, star charts and positive affirmation, promoting their confidence and self-esteem. She is attentive to their needs, offering support and intervention when needed, but also recognises that children need to learn to do things for themselves. This is apparent as she observed younger children compete for space when pulling themselves up onto the toy box. The childminder only intervenes when children become frustrated, using distraction well to avert a potential disagreement. Children are keen to engage in activities and particularly enjoy heuristic and messy play as they sit in the 'tough spot' crinkling the shiny paper and posting the small cardboard tubes in plastic tubs, promoting their hand-eye coordination. They absorb themselves in craft activities as they paint, stick and use chalks to make marks on boards placed on the floor to enable all age groups to participate. Children love to dance and are observed to 'bounce' to the music and swing from side to side as they listen and move to the rhythm.

Children's physical skills are very well supported as the childminder recognises their individual needs well. She provides an environment to match this; for example, through a range of accessible push-a-long toys and strategically placed resources to promote and encourage movement. Children's imagination is supported through a good assortment of accessible dressing up and small world resources. They begin to problem solve as they work out how to fit smaller objects into larger ones and post items through various sized tubs and containers. Their communication develops as the childminder offers a running commentary on what they do and gives them time to respond to questions, repeating any words that children begin to use and praising them for this. Children also benefit from a variety of activities outside the childminder's home. They frequently go for walks around the local community and attend local soft play centres, parks and childminder groups, where they have opportunities to socialise with their peers.

Children learn about keeping safe. They take part in regular evacuations of the premises and through clear explanations from the childminder as she explains why she straps them into the highchair or why toys need to be kept free from walking areas. Children's health is well promoted as they are only offered foods that are healthy and nourishing and cooked from scratch by the childminder. They remain hydrated as they have access to their own beaker or cup which is replenished throughout the day. Outside play is offered each day to enable children to explore their developing mobility in a more challenging area and to have access to fresh air and exercise. Good systems are in place to prevent cross-contamination, for example, as the childminder ensures that her own hands are cleaned before the preparation of any foods or snacks, along with the children's, and robust nappy changing procedures are followed.

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	1

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	1
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	1
The effectiveness of partnerships	2
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	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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