

Inspection report for early years provision

Unique reference number	226739
Inspection date	12/05/2009
Inspector	Paula Hunt
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1989. She lives with her husband and two adult children in the Belgrave area of Leicester. The whole ground floor of the house is used for childminding and is accessible via a small step. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, two of whom are within the early years age range.

The childminder walks to local schools to take and collect children. She runs the local parent/toddler group two mornings each week and is part of a local childminding group. The family has 2 cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe, secure and inclusive environment and she promotes children's welfare and learning. The children are happily engaged and occupied in a range of age-appropriate play activities and experiences. There is a good working relationship with parents and they are kept well informed of their children's daily routines. The childminder has started to make use of self-evaluation to identify strengths and areas for development. She has implemented the recommendation made at her last inspection and taken positive steps to implement the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- improve observations of children to inform planning and identify the next steps in their learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a full risk assessment is carried out for each type of outing (Safeguarding and welfare) 26/06/2009
- obtain information about who has legal contact with each child and who has parental responsibility for the child (Safeguarding and welfare). 26/06/2009

The leadership and management of the early years provision

The childminder is an experienced carer who continues to develop her own practice through attending training and meeting with other childminders. An effective set of policies and procedures underpin the good practice and these are also shared with parents and carers. The childminder has started to self-evaluate her service and has clearly identified the strengths and areas for improvement. For example, she wishes to implement systems to liaise with other childcare facilities that the children attend. Relevant documentation is maintained to support children's care and to ensure their needs are known.

The childminder undertakes risk assessments for the home so that any hazards are identified and minimised. However, full risk assessments are not currently carried out for each type of outing as required by the EYFS. Children learn about keeping themselves safe because they regularly practise emergency evacuation, road safety and discuss aspects of stranger danger. The childminder has a clear understanding of the indicators of abuse and the local safeguarding procedures for reporting concerns, which contributes to the protection of all children.

Good relationships with parents are established and the childminder encourages two-way communication in order to share information effectively to support children's care and learning. Valuable information is gathered at the beginning of each child's placement, ensuring that the childminder knows children's interests and home routines. This approach effectively supports children's continuity of care. However, the required information relating to who has legal access and parental responsibility for each child has not been obtained. The childminder has experience of caring for children with learning difficulties and/or disabilities and has a good understanding of the importance of working closely with parents and outside agencies to ensure the child's requirements are fully met.

The quality and standards of the early years provision

Children settle well and are happy in the setting. The childminder develops warm, caring relationships with all the children in her care. She interacts positively with them, listening and talking to them and providing lots of encouragement and praise which in turn, develops their confidence and self-esteem. Children are involved in a broad range of planned and spontaneous activities such as manipulating play dough, colouring, baking, constructing roads and tracks, looking at books and are involved in good role play activities. There is a good selection of toys and activities, which are rotated to maintain motivation and encourage independent access. The childminder uses the EYFS guidance to good effect and has started to plan and assess children's learning to monitor their progress. However, some improvement is needed to ensure observations are linked to the early learning goals and children's next steps are clearly identified.

Children learn about how things work, for example, as they use a microwave and ask the childminder to watch while they operate it. They enjoy playing with the shopping baskets and play food, enabling them to act out real-life situations.

Children are learning to think and reason due to the skilled questions the childminder asks them such as 'Can you find me some bread and some oranges please?' or 'How much money will I need?'. The childminder supports language development in young children well by talking about what they are doing and repeating what children say. Children have easy access to a good range of books and enjoy reading stories with the childminder. They have the opportunity to socialise with other children through attendance at the local toddler group and through contact with the minded children of other local childminders. The children extend their experiences of their local community as they meet new people during trips to the library and local parks.

Children's health is supported because the childminder implements clear procedures for dealing with accidents, administering medication and for sick or infectious children. They receive an appropriate diet as their parents provide packed lunches, although, the childminder discusses healthy eating and children are routinely offered healthy snacks of fruit and drinks of water. Children adopt a healthy lifestyle because they have regular opportunities to be outdoors. They enjoy a range of activities in the garden and also benefit from walking to and from school daily and visiting the local park. Children have effective hygiene routines which they can follow independently because liquid soap and disposable kitchen roll are readily available to them.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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