

Inspection report for early years provision

Unique reference number	EY396780
Inspection date	20/05/2010
Inspector	Alexandra 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 2009. She lives in a house in Leicester City with her 11 year old child, nine week old Grandchild and two adult children. Within the home children have access to the hall, lounge/dining room, a kitchen and an upstairs bedroom. They also have access to the family bathroom and an enclosed garden.

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. She is currently minding one child in this age group, who attends on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder attends local carer and toddler groups and takes children to the library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a good knowledge and understanding of the Early Years Foundation Stage and how children learn through this. All children enjoy their time in the inclusive environment and because of this, make good progress in their learning and development. However, children are not always effectively challenged in the area of physical development. Policies and procedures are implemented well to ensure continuity of care and learning for children. Good partnerships with parents are established and she works well with them to ensure that information on children is maintained and that parents are fully informed. Children's safety, in the main, is supported through good supervision and monitoring of areas that children access. Good systems are in place for reviewing the service provided and the childminder shows a commitment to making continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything with which a child may come into contact with, with regard to the low-level cupboard in which alcohol is stored
- improve the provision for babies and young children to improve their skills of coordination, control and movement, particularly outdoors.

The effectiveness of leadership and management of the early years provision

The childminder works hard to ensure that all children are offered a warm and welcoming environment tailored to their individual needs. She has a good understanding of safeguarding children and of the procedures for contacting relevant agencies should she have any concerns regarding their welfare. In addition to this, a clear policy, shared with all parents and carers, further supports children's well-being and all persons over 16 have completed appropriate checks to ensure that they are suitable to be in the proximity of children. Risk assessments are established to ensure that anything with which a child may come into contact with, in the home, outdoors or on outings has been assessed and adapted to ensure that the hazard is minimised, for example, a fire guard is used to deny children's access to this area. However, the childminder has omitted to ensure that alcohol stored within low-level cupboards is inaccessible to children, potentially impacting on their safety and well-being. All relevant documentation required for her childminding business are in place and readily accessible at all times.

The childminder ensures that all children are valued and an inclusive environment is offered to all. She has established good relationships with parents and ensures that daily feedback is offered to them with regard to their child's care, learning and play, ensuring that they feel fully involved in their child's day. Information is sort from parents before children begin in her care regarding their wants and needs and the childminder uses this information to plan an environment suited to their needs and abilities. All parents have been asked to share their thoughts on the service that the childminder offers and have provided positive feedback on her caring attitude and how much their children have developed since they began in her care. Although the childminder does not offer care to children who have special educational needs and/or disabilities she is fully aware of the importance of working with parents and other agencies should the need arise, to ensure that the best possible support would be offered.

The childminder is committed to personal development and has undertaken a range of training in the short time that she has been registered. She recognises that self evaluation is key to identifying areas for development, as well as what she does well and how this contributes to continuous improvement. Resources are deployed well and the childminder ensures that all areas that children access are free from clutter to enable them to access all areas easily and in safety. The childminder knows children well and has a sound understanding of how they learn through play, using the Early Years Foundation Stage to plan, observe and assess all that they do. Consequently children make good progress towards the early learning goals.

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

Children are happy and enjoy their time at the childminder's home and in her care. The childminder is calm and caring and ensures that all children are supported

appropriately, enabling them to feel safe and secure. In turn, children make good progress in their learning and development which is well supported through the childminder's sound use of observation and assessment of what children do. The childminder then uses what she has observed to plan the next steps in children's learning. However, children are not always challenged effectively in some aspects of physical development. Children engage in a range of role play and really enjoy acting out what they observe, for example, the childminder changed a baby's nappy, placing them in the bouncing cradle when she had finished this task; the minded child observed this and did the same with the doll they were playing with.

The childminder uses appropriate questioning skills as children play to enable them to think about what they are doing, such as 'where do you think it goes', when a child was observed trying to put the nappy on the doll. In addition, she offers good support to children's developing language skills; for example, the childminder engaged a young child present in a picture game in which various emotions were displayed; the childminder named all the emotions, such as happy, sad and angry, as she showed them to the child. The child repeated them each time they were said, encouraging their language development and introducing them to new words. Children enjoy books and begin to look at these in their daily play as well as sitting with the childminder to listen to a story, developing their understanding that print carries meaning. They have opportunities to make marks as materials to support this are always on offer, such as pencils, crayons and collage materials. Evidence is in place through photographs and pictures of children's work to support this.

Children's awareness of shape, space and number develops as they play with every day resources, such as coloured beads, shape sorters and various sized puzzles and role play equipment. Number songs and rhymes are used to further enhance their understanding. Children begin to problem solve as they complete small puzzles and work out how to thread the beads on the string without them falling off the end. Children develop an awareness of the wider world as they engage in role play activities, use puzzles that reflect a range of cultures and abilities and use varied skin toned pencils in their colouring. The childminder effectively promotes inclusive practice because she involves all children at their developmental level in all activities. For example, she speaks about ensuring that all children have opportunities to be involved in all aspects of play and adapts the environment to suit this by putting toys at the same level so all can access.

Children's behaviour is good and the childminder works closely with parents to ensure that consistent and appropriate methods are used. Young children were observed to behave well and recognise the need for adapting their behaviour at times. For example, a baby began to cry when trying to sleep, the child directed the childminder and the inspector to 'shush', stating 'baby cry, baby sleep'. The childminder apologised for this and thanked the child. Children are safe within the environment as the childminder has taken steps to ensure that most hazards are limited. In addition, children take part in regular emergency evacuation plans to ensure that they know how to leave the setting in an emergency. Children's healthy practices are developing well as they use clean flannels to wash their hands and face before snack and meal times and are observed to clean the highchair with the childminder after they have eaten. They enjoy fresh air and exercise as they have access to the rear garden and a large field to the rear of the

house, although the use of these areas are not yet consistently planned for. Children begin to learn about foods that are good for them as the childminder offers fresh fruit for snacks and explains why this is good for them. Parents are well informed about illnesses that will prevent children from attending through discussion and a clear policy, preventing the spread of infection.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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