

Inspection report for early years provision

Unique reference number	258217
Inspection date	16/03/2011
Inspector	Lindsay Dobson

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 has been registered since 2001. She lives with her husband and family in a semi-detached house in the Stocking Farm area of Leicester. The whole of the ground floor of the property is used for childminding purposes along with the family bathroom and a bedroom used for sleeping on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight years. There are currently four children on roll, of whom two are in the early years age range.

The childminder regularly attends a local parent and toddler group and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed understanding of each child's needs ensures that the childminder successfully promotes their welfare and learning. Children are safe, secure and benefit from her gentle and sensitive interaction with them. The childminder promotes an inclusive service, working closely with parents and other providers to ensure children's individual needs are well-met. Therefore they make good progress given their age, ability and unique starting points. The childminder is in the early stages of self-evaluation and through reflection is starting to identify her strengths and areas for development. She demonstrates a firm commitment to continually improving her provision leading to better outcomes for all children.

What steps need to be taken to improve provision further?

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

- consider ways to reflect more actively on practice in order to identify focused and well targeted priorities for improvement and include the views of parents and children.
- develop observations and assessment systems to ensure they are linked to the areas of learning and next steps are identified and planned for.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities to safeguard children. She has a robust safeguarding policy in place which is clearly understood and is shared with parents. The childminder is committed to keeping her knowledge in this area up-to-date through attending regular training. She has a good range of supporting documents and literature available for information and reference. Children play

safely as the childminder has ensured that, through comprehensive written risk assessments and daily checks, all hazards have been identified and minimised within the home, garden and on any outings undertaken. The childminder regularly reviews these assessments and adapts and adds to them when needed ensuring children are safe and protected from harm.

The childminder has built effective working relationships with parents. This is a key strength of the childminder's provision and they are based on good communication to ensure parents are kept informed of their child's progress and well-being each day. The childminder allocates time each day to talk to parents about their children, share the experiences of their day and discuss upcoming plans and activities. Effective working partnerships with other providers of the Early Years Foundation Stage enable the childminder to compliment learning intentions and support children to make the best possible progress. For example, the childminder supported the children during the theme of the Gingerbread man by taking them to the library, obtaining and reading the story and baking gingerbread men which the children really enjoyed.

The childminder has made a tentative start on developing her systems for self-evaluation. She has started to implement records of the areas she feels are strong practice and areas she has identified that she is keen to develop for the future. She demonstrates a good capacity for further improvement to her childminding activity and plans to attend further training to support her in this. However, the current system is not fully effective as it does not take in account the views of the parents and children. A wide range of good quality resources are available. More able children make independent choices whilst younger children are well supported and provided for. The childminder teaches children about diversity, values and respect, through her positive attitude, the resources she provides and the celebration of festivals. She offers an inclusive service ensuring all children have equal access to her time, play opportunities and the learning experiences available.

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

Children demonstrate that they feel safe and secure in the childminder's home. They are familiar with the daily routines and the childminder ensures that these are flexible in order to accommodate their individual needs each day. For example, the childminder takes the children to school and nursery, younger children go to toddler groups and they enjoy weekly trips to the library. She also ensures that they have lots of opportunities to enjoy free play and planned activities in her home. The childminder is observing and assessing the children, recording these in individual scrapbooks named My story. The childminder uses photographs to support the observations and to provide parents with an interesting and exciting record of their children's time in her care. However, the current system for recording children's development is not fully effective as the childminder is not linking her observations to the areas of learning or identifying their next steps to fully promote their ongoing development.

The childminder is skilful at providing experiences which cover all areas of learning.

Children love to engage in creative activities as they paint, draw and make models. Younger children use crayons to draw around the childminder's hand with help and they happily shout and laugh as they see the drawing of their own hands. The childminder actively promotes children language and literacy development. She repeats familiar words to younger children and encourages them to name colours, animals and other objects such as fruit as they play. Children are taken on regular visits to the local library where they listen to story time and select books to bring home. The childminder promotes children's knowledge of the world around them. She provides fun opportunities for them to visit the local farm and zoo, to plant and grow in the garden and look for insects such as bees, ladybirds, slugs and worms. Children thoroughly enjoy these activities and photographs show the delight on their faces, whilst observations record the comments they make. Children's physical development is promoted each day by the childminder. They go on walks in the local community, visit parks and places of interest and enjoy songs and action rhymes in the home.

Children's welfare is effectively promoted. Medicine and accident records are well-maintained, which safeguards children's health. The childminder holds a current first aid certificate, which ensures she can respond appropriately if a child becomes ill or has an accident. Clear hygiene routines are encouraged, with the childminder providing liquid soap and towels for the children. She is a good role model, washing her own hands before preparing food and after changing nappies. The childminder works closely with parents regarding the provision of food and flexible arrangements are in place. The snacks provided by the childminder promote a balanced and nutritious diet and she ensures drinks are freely accessible, enabling children to remain well-hydrated. The childminder helps children to gain a good awareness of how to keep safe, both in the home and on outings, for example, through regularly practising emergency escape drills. The childminder is a very calm and caring person who has a good understanding of managing children's behaviour according to their age and stage of development. She offers lots of positive praise enabling children to feel a sense of belonging and confident in a happy and fun environment.

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