

Inspection report for early years provision

Unique reference number	EY439171
Inspection date	16/05/2012
Inspector	Kate Bryan

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 2011. She lives in Leicester with her husband and three children aged nine and seven years and 22 months. The home is within walking distance of the local schools, shops and parks, and the childminder can take and collect children from local schools and pre-schools. The whole of the house is used for childminding, along with an enclosed rear garden which is accessible to children.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, of whom two may be in the early years age range. Currently, there are two children on roll, both of whom are in the early years age group. Children attend on a full and part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a good awareness of treating children as individuals, and consequently they are happy and secure with her. Overall, partnerships with parents ensure all children's needs are met. All children make satisfactory progress in their learning, and activities are supported by a wide range of resources. All required policies and procedures are in place to support the childminder's practice. Generally, systems are in place to help the childminder evaluate areas for ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure that assessments of children's progress identify next steps in their learning, and develop systems for involving parents in this process
- develop further the systems for self-evaluation and monitoring practice to bring about continuous improvement and ensure that the needs of all children are met.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a good understanding of child protection procedures and has attended training in this area. The implementation of risk assessments ensure children are protected at all times, and they learn how to keep themselves safe through the childminder's explanations of hazards, such as not jumping on furniture. The house is organised effectively to provide a safe, secure and welcoming environment where displays of children's work show that they are valued. A varied range of easily accessible

resources also support their play and learning.

Parents are informed about their children's time at the setting through a daily diary, which they are also encouraged to write in. Children's 'Learning Journeys' are beginning to be completed, although parents do not contribute to these and therefore are not fully involved in their child's progress. Parents have access to some policies and procedures which give them a suitable understanding of how the childminder operates her service. The childminder understands the importance of working with others who deliver care and learning to children. She ensures that all children are involved in the setting and are valued for their own unique contribution. Measures to promote inclusion include a pictorial timetable, and consequently all children can understand routines and make choices.

The childminder has completed all required training and has also identified further courses to enhance her skills. Self-evaluation is beginning to be used to reflect upon practice, but is not yet sufficiently robust to drive improvements. Overall, children are cared for by a motivated childminder who is committed to improving her service to children.

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

The childminder has a satisfactory understanding of the Statutory Framework for the Early Years Foundation Stage and provides a range of activities that help children enjoy learning. However, observations and assessments of children's achievements do not identify the next steps in their learning, which means their progress may not be as effective as possible. Children's choice and independence are promoted well, for example, they choose pushchairs to move their dolls around the house and garden. They feed themselves and learn to take off their shoes and put on boots as they play outside. Children enjoy being outdoors and happily play in the sand using spades and moulds to make castles. This helps to promote their imagination and small hand skills. Children respond well to opportunities for physical activity and use a local park which has large equipment, such as swings and a climbing frame. They also have a repertoire of action songs which help them learn about their bodies.

Children explore the natural world as they collect pinecones on walks and grow vegetables which they will eat. An activity of freezing objects and then running them under warm water shows children basic science and the changes that occur in properties. The house is well organised to encourage children to explore with confidence, and they happily choose an interactive phone to play with. A child then has a 'conversation' with their mum, which shows they are developing information and communication technology skills.

The warm relationships between the childminder and the children mean the atmosphere is calm and relaxed. The childminder talks to children all the time, which lets them know they are valued and promotes their language development. There are opportunities for children to socialise with others as they visit local playgroups, and this also gives them a sense of their own place within the

community. Resources are in place to help children develop mark-making skills, and activities include painting and chalking on the garden walls. This also ensures children have lots of access to fresh air. They enjoy activities which help them use their senses, such as feeling the textures of different papers.

Children learn about being healthy because there are good routines for hand washing and brushing their teeth. Snacks and drinks, such as fruit and water, also provide children with a suitable understanding of healthy options. They behave well and a clear behaviour management policy supports practice. Simple rules, such as sharing and being kind, help children understand what is expected of them, and lots of praise lets them know their good behaviour has been acknowledged. This promotes their self-esteem and helps support their skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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