

Inspection report for early years provision

Unique reference number	226736
Inspection date	09/10/2008
Inspector	Judith Chinnery
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

This childminder has been registered since 1992. She is on the Early Years Register, Child care Register and the Voluntary Register and is able to care for five children aged under eight years. At present, she cares for six children at different times during the day.

The childminder lives with her family in a detached house in the east of Leicester. The whole of the ground floor and some of the bedrooms on the first floor are used for childminding. There is a fully enclosed garden available for outside play. The ground floor of the house is accessible. The bathroom is upstairs and there is also a toilet downstairs. The childminder liaises with the local children's centre provision and local primary school.

Overall effectiveness of the early years provision

Children in this setting experience close relationships with each other and the childminder helping them to settle and feel secure. Consequently, despite some weaknesses in the provision, most children are making suitable progress in their play and learning. Generally the childminder supports and meets the individual needs of most children and enables them to participate in the activities provided. The childminder is keen to evaluate her practice and with guidance is starting to make some improvements.

What steps need to be taken to improve provision further?

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

- develop systems for working in partnership with parents and others with particular regard to finding out about children's starting points and sharing information about their learning and development
- continue to develop knowledge and understanding of inclusion to ensure that positive attitudes to diversity and difference are promoted for all children

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

- conduct a risk assessment of the premises and review it regularly 07/11/2008
- develop knowledge and understanding of how to use observations, assessment and planning systems to support children's learning 28/11/2008

The leadership and management of the early years provision

The childminder organises her record keeping appropriately for the efficient running of the setting. Accurate and up-to-date records for accidents and medication enable the childminder to manage children's health needs effectively. Her use of the National Childminding Association's policies and procedures are beginning to guide and support her practice with the children as well as inform parents and others about how the setting is run. The childminder also takes up training offered by the local authority which generally supports her in keeping her child care skills up-to-date. Although the childminder is vigilant about children's safety around the home, she has not yet conducted a risk assessment, which means that she is less able to manage any hazards to children effectively.

Children are protected in this setting because the childminder has an appropriate understanding about safeguarding procedures. She has recently up-dated her training, recognises possible signs of abuse and is aware of what to do should she be concerned.

The childminder is beginning to develop and make use of systems to support the evaluation of her practice. She is starting to identify her strengths and some weaknesses in order to provide some ideas for future improvement.

The childminder builds sound and supportive relationships with the children's parents so that they are kept informed about her setting and their child's well-being. However, she currently lacks systems for sharing development information with parents or liaising with other settings used by the children. This means that children's ability to learn and reach their full potential is some times impeded.

The quality and standards of the early years provision

Children are happy and familiar with the setting. They settle quickly to play and enjoy a wide variety of activities which support some aspects of their learning. Children are given choices of food for meals and snacks which include fruit and vegetables. They also like to try traditionally cooked Indian food as well as joining in with cooking activities. Children are also keen to play outside and have access to outdoor play each day. Consequently they are beginning to develop a growing understanding about being healthy. Generally, children are also learning about keeping themselves safe as they listen to the childminder's gentle reminders to be careful and to use resources, such as, the doll's prams carefully.

Children like to chatter about their daily lives together and are beginning to develop some appropriate skills in English. The childminder supports this appropriately by listening to them, prompting them with questions and sharing stories with them. Many of the activities which the children enjoy are led by children. For example, they like to paint and make butterfly pictures, they ask for favourite books and get out the dolls and tea set. The childminder also supports other aspects of their learning and development through the use of various worksheets particularly to promote problem solving, reasoning and numeracy, however, while the children like doing them, are not particularly effective or appropriate for the younger children. Children experience activities which promote some learning across most of the six areas. Their learning is also supplemented by their participation in other provisions

such as the local stay and play session. However, children's ability to enjoy and achieve and to gain skills for the future is impeded by the childminder's limited understanding of observation, assessment and planning systems. While the childminder has some systems in place to begin to collect information regarding children's development, she does not yet use these to ascertain child's starting points or identify what they need to do next. Consequently children are not supported appropriate to make progress to their full potential.

Children behave well in the setting. They listen to the childminder's explanations and kind reminders to share and take turns. Children are learning about their own and others festivals because the childminder provides activities, such as, making divas for Diwali. She also supports some of their language development in English when she speaks with them in Gujarati. However, the childminder currently does little to promote an understanding amongst the children about diversity and differences. Consequently children are less able to develop a respect for others and their positive contribution is less well supported.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct a risk assessment of the premises and review it regularly 07/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct a risk assessment of the premises and review it regularly 07/11/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.