

Inspection report for early years provision

Unique reference number	226813
Inspection date	06/01/2009
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 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to offer care to six children aged under eight years at any one time and currently offers care to seven children of various ages at different times.

The childminder lives with her two sons aged 12 and 13 years. The family live in a three bedroom house just off a main route into Leicester City. The whole of the ground floor is used for childminding as are the children's bedrooms. There is a fully enclosed garden available for outside play. The childminder also offers some overnight care. There is a shallow step into the house, the ground floor is all on one level. The bathroom and bedrooms are upstairs.

Overall effectiveness of the early years provision

Children in this setting are happy and thrive well because the childminder is caring and offers individual care. Most children are making good progress in their learning and play because they access a wide variety of resources and activities. The childminder is careful to include all children in the life of the setting and tailors activities to meet their needs. The childminder is committed to continually improving her practice and is starting to develop her systems for assessment and planning.

What steps need to be taken to improve provision further?

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

- embed systems for completing observations and finding out about the next steps children need to take so that activities can be more easily planned around what children need to do next and what they are interested in.

The leadership and management of the early years provision

The childminder is well organised and has adapted well to the new Early Years Foundation Stage framework. She maintains accurate and up-to-date records which assist her in keeping children safe, such as accident and medication records. Clear attendance records enable her to manage the number of children attending so that they each receive good support and attention. Comprehensive policies and procedures such as those for managing children's behaviour and the provision of healthy food support the childminder's practice really and well and give clear information to parents. Her policies for equal opportunities and supporting individual children also work well. They support the childminder effectively in ensuring that all children's individual needs are catered for. The childminder effectively evaluates her practice and has clearly identified her strengths and weaknesses. She uses this to guide her future development and implement

improvement.

Children are safeguarded effectively in this setting because the childminder has a thorough understanding of child protection procedures. She is well aware of possible signs of abuse and harm and has a clear understanding of what to do should she be concerned.

This childminder develops strong partnerships with parents and others involved in the children's lives. Parents are kept well informed about their child's day, care and activities as well as their progress. She is also starting to involve parents in their child's learning and development through sharing photographs and a daily diary. Partnerships with others, including local playgroups and the school which the children attend, are starting to strengthen. This enables the childminder to work closely with them and the parents to ensure that children's needs are well met.

The quality and standards of the early years provision

Children enjoy being in this setting. They are well settled and secure because the childminder builds good relationships with them and offers comfort, praise and encouragement. Children are developing an awareness of health and hygiene because routines for hand washing are well established. They also benefit from having a variety of different foods for meals and snacks which are mainly organic. Children really enjoy being active and getting outside. They are developing good physical skills as they become more confident in running climbing and using bicycles. Children are kept safe in the setting. A variety of safety precautions such as door gates, car safety seats and a fire blanket ensure that children are able to move around the setting safely.

Children really enjoy playing together. Younger ones respond positively to the childminder's prompting and support to share and take turns such as when doing jigsaw puzzles. They play imaginatively with dolls and kitchen sets to recreate domestic scenes. The childminder encourages the children to listen to stories and talk about what they see in the pictures. They also enjoy singing and know many common rhymes and songs. Children access the computer as well as other more simple technology such as cause and effect toys. Children are beginning to count and to solve simple problems such as finding out where the puzzle pieces fit. This means that children are developing good skills for the future. While they are also enjoying and achieving well, their overall progress towards the early learning goals is sometimes impeded because the childminder is only just starting to develop her systems for assessment and planning. She records her observations well and sometimes uses this information to identify what she needs to provide next but at present this is not fully embedded and is sometimes inconsistent.

Children behave really well in the setting. The childminder gives clear explanations and sets clear boundaries. Her encouragement and praise also supports children well in enabling them to behave acceptably. Children are also starting to learn about differences and develop a respect for themselves and others because they participate in a variety of activities about different festivals. Children learning English as an additional language are also encouraged effectively since the

childminder works closely with their parents to ensure that children feel valued and are able to understand.

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

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

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.