

Inspection report for early years provision

Unique reference number	225447
Inspection date	28/04/2009
Inspector	Patricia King
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 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

The childminder was registered in 1998. She lives with her husband and two children aged eight and 12 years in the village of Anstey which is situated to the north of Leicester. All of the childminder's house, except the main bedroom on the first floor, is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of six children under eight at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group. She also offers to care for children aged over five to 11 years. The provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder organises her home and daily routines to offer interesting and innovative activities across all areas of learning and development. She finds out the necessary details to meet children's individual care needs, and develops good partnerships with parents and any other providers or agencies working with children to promote continuity of care and development. She has not established a fully effective system to evaluate her practice which means she has not recognised the impact of failing to conduct a risk assessment and has not yet secured a capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop effective systems to evaluate your performance and plan for on-going improvement.

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

- conduct a risk assessment to identify aspects of the environment and all outings that need to be checked on a regular basis and review it at least once a year (Suitable premises, environment and equipment also applies to both parts of the Childcare Register).

19/05/2009

The leadership and management of the early years provision

This childminder uses efficient systems to sensitively observe and assess what children can do and uses the information gathered to plan for individual children's

next steps. She has effective partnership with others involved in the children's lives, for example, the parents and pre-school which supports children's overall development and progress. All necessary records are maintained and parents are provided with verbal feedback and written details of the children's daily care and learning journey. She gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are able to participate fully according to their capabilities.

Children are safeguarded effectively because the childminder has a thorough understanding of child protection procedures and knows what to do to report any concerns. The childminder has some necessary policies and procedures in place, however, these do not include written risk assessments to ensure the safety of the premises and all outings. She has completed the improvements recommended at the previous inspection but she does not have a system to assess her strengths and weaknesses and secure on-going improvement.

The quality and standards of the early years provision

Children develop a sense of belonging and build positive relationships with this childminder and her family. She has organised her home to provide a secure environment for children where a suitable range of toys, activities and resources are stored within easy reach to promote independence and choice. The childminder knows the children well which means their individual needs and abilities are recognised and regarded to ensure all are fully included and enabled to participate in the daily routines. Consequently, they feel confident to express themselves, for example, asking for a drink, a favourite story or help to play a board game.

Children behave well and are developing an understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other. They follow the sensible house rules to promote safe behaviour and respond happily to gentle reminders, if these are needed. They are learning to be safe outside the home as they practise road safety on outings and talk about stranger awareness.

Children's health and welfare are effectively promoted because the childminder is a good role model and helps children learn through daily routines. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. She talks to them about healthy eating and provides practical activities to promote their awareness such as growing salad, fruit and vegetables in pots in the garden.

The childminder offers a varied and stimulating programme of activities and learning opportunities to engage children's interest and help them to make progress in all areas of their learning and development. There are many opportunities for children to use their imagination and creativity as they make models and pictures. They are learning about the natural world around them, the effects of the weather and how things grow. Records of activities show they are exploring and sharing experiences of their own and other lifestyles which means

they are learning to respect and value differences. Photos in their journals evidence they enjoy finding out about their local community and are learning about the wider world and their place in it. Children spend time with the childminder at a pre-school which extends their play and learning opportunities.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment).

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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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment).

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