

Inspection report for early years provision

Unique reference number	EY382589
Inspection date	09/03/2009
Inspector	Tina Garner
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

The childminder was registered in 2008. She lives with her three children aged 10, 14 and 16 in the Beaumont Leys area of Leicestershire. All of the ground floor and first floor bathroom are used for childminding. The family have two dogs and a cat. The childminder is registered to care for a maximum of six children aged under eight years at any one time. There are currently three children attending who are within the early years age range. The provision also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The provision for children in the Early Years Foundation Stage (EYFS) is satisfactory. Children are settled and happy and their individual needs are generally met. The childminder is beginning to work with parents and other childcare settings to ensure that information about the children is shared. The setting is generally well organised to enable children to participate in a suitable range of activities, although these do not currently cover the six areas of learning equally. The childminder has a basic knowledge of the Early Years Foundation Stage but has not fully considered how children learn from the activities or started to fully monitor their progress. The childminder has begun to introduce systems to identify her strengths and areas for improvement enabling her to address such issues in raising the quality of the service she offers to the children who attend. Records and procedures are in place to support children's care and safeguard their welfare.

What steps need to be taken to improve provision further?

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

- improve planning to provide play experiences and activities that are appropriate to each child's stage of development and cover all six areas of learning equally
- develop skills of undertaking sensitive developmental assessments of children's progress, using the information gained to identify children's next steps in learning.

The leadership and management of the early years provision

A suitable range of clearly written policies and procedures underpin the running of the setting and adhere to the EYFS. This ensures that children's individual needs are adequately met. The childminder has completed all required training and attended some courses to update her skills, such as, the introduction to EYFS and the Four Themes training. Consequently children receive satisfactory care and a

suitable range of experiences. Systems to self-evaluate the effectiveness of the provision are currently being introduced. The childminder verbally gathers views from parents and has started to reflect on other ways to improve her practice, which has started to identify areas for improvement. Children are protected sufficiently because the childminder understands her role and the appropriate procedures to follow in the event of any safeguarding issues. Children's health is generally well promoted. This is because the childminder follows the clearly written procedures for the health and welfare of children such as dealing with accidents, administering first aid and caring for an unwell child.

The clear routines of the day support children to feel safe and secure. Suitably organised time, space and most resources and activities enable all children to freely and independently make confident choices in their play. Risk assessments are undertaken to ensure any potential hazards are identified and minimised to keep children safe. The partnership with parents and carers works well. There are appropriate systems in place for the exchanging of information. For example, the childminder provides daily diaries, shares general day-to-day records and discussions are held at the beginning and the end of each day. This ensures that the child's needs are highlighted and those involved in their care are able to plan to meet them.

The quality and standards of the early years provision

The childminder provides satisfactory support to enhance children's welfare, learning and development. Children's health is promoted as they have opportunities to play outdoors and enjoy daily walks. Parents choose to provide children's meals, however, the childminder ensures that snacks which are offered through out the day are healthy and nutritious.

During outings and everyday walks the childminder uses appropriate methods to help children learn to keep safe, for example, learning to cross the road safely. Within the home, space is adequately organised to enable children to participate in a suitable range of activities and to access toys of their choice. Consequently, their confidence is promoted. Some adult-led activities such as baking and collage are planned. As a result children are beginning to develop problem solving and numeracy skills. Children are encouraged to develop and initiate their own play. For example, they decide that they want to construct with the bricks and independently access the required resources. The childminder respects children's choices having a positive effect on their self-esteem and enabling them to learn incidentally. Time is created for visiting the library and sharing books which promotes children's language and early reading skills. However, her limited understanding of the early learning goals and how to promote these means that some areas of learning are not sufficiently covered through planned activities. The childminder interacts sensitively with the children and engages them in conversations. This helps children feel settled and develop warm positive relationships. However, assessments of children's learning are not fully developed or used to identify children's next steps.

Children behave well and demonstrate good skills in sharing as they play happily

with their friends. The childminder offers regular praise and encouragement. As a result, children are confident in the childminder's care and approach her for support and reassurance. Sensitive methods help children learn right from wrong, for example, children respond appropriately to gentle behaviour reminders from the childminder.

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?	3
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

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

There have been no complaints made to ofsted since registration.

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.