

## Inspection report for early years provision

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<b>Unique reference number</b>	EY359187
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Ros Church
<b>Type of setting</b>	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 2007. She lives with her partner and three children on the outskirts of Leicester. The ground floor of the childminder's house is used for childminding; toilet facilities are available on the first floor. There is an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of four children at any one time. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both are under five years. The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and enjoy their time with the childminder. The childminder ensures their welfare needs are met and that they are cared for in a safe and secure environment. She knows the children well and provides a good range of stimulating activities which promote their learning and development. A fully inclusive practice is provided for all children. The childminder demonstrates a commitment to improving her provision to benefit all children and families.

## What steps need to be taken to improve provision further?

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

- develop the use of observations to help assess the progress which children are making and use these to identify and plan activities which promote their next steps in learning.

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

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).

26/05/2009

## The leadership and management of the early years provision

Children's welfare, care and safety are promoted well because the childminder has a positive approach to improving her practice. Although she is in the early stages of using the self-evaluation form, she is committed to improvement and providing good quality care and learning for children. For example, she has attended additional training such as Early Years Foundation Stage (EYFS) training and has booked onto other courses and workshops. She has addressed the

recommendation from the previous inspection which included practising the fire evacuation procedure and establishing safe procedures for the use of the trampoline. The childminder has a good understanding of the Safeguarding Children procedures and knows how to implement these to protect children. She has made her home safe for childminding and carries out daily safety checks. Clear risk assessments are in place which helps the childminder to identify and evaluate the safety of areas used for childminding. The childminder supervises the children well whilst providing opportunities for them to develop their independence.

The childminder works closely with the parents, where information on the children's care and learning is shared on a daily basis. Children gain from the daily ongoing information being shared between the childminder and parents, this promotes continuity of care. Most children's records and documentation are in place; these are kept confidential and updated regularly. However, written parental permission for the seeking of emergency medical advice or treatment has not been obtained from the parents to ensure each child's individual needs are met in an emergency. The childminder has established useful policies and procedures and shares these with the parents, ensuring they are aware of her childminding practices and routines.

## **The quality and standards of the early years provision**

Children enjoy their time at the childminder's and are happy and settled. They make good relationships with the childminder and other children and enjoy each others' company. The childminder knows the children well and provides a good range of activities which take account of each child's individual learning and development. She provides a balance of adult-led and child-initiated activities which results in children being active learners, creative and being able to think critically. Children enjoy being creative where they use a broad range of textures, materials and paints to create and design their own pictures. They learn about mixing and measuring ingredients during baking activities. When doing jigsaw puzzles and building with construction materials, they learn about shape and size; these activities, along with a good range of interactive toys, support children's future economic well-being. The childminder informally observes children's development and takes this into account when planning activities. However, observations are not fully developed to clearly identify what children have learnt and their next steps in learning, enabling this information to be used when planning activities.

Children learn to play cooperatively together where they share and take turns with the equipment, this is well supported by the childminder who praises their achievements. Children learn about their community as the childminder plans a good range of outings which incorporate different activities within the local area. For example, outings are organised to local parks, the library and children's centres where children can use a wide range of equipment which promotes their physical development, they can also join in with various art and craft activities. These outings also help to promote their social skills when interacting with other children.

Children's health and well-being are promoted effectively because the childminder

promotes good hygiene practices to reduce the risk of cross-infection. Children learn about the importance of eating healthy foods such as fruit and vegetables. The childminder takes into account children's individual dietary requirements and routines by working well with the parents. Children develop an early understanding of keeping themselves and others safe. For example, they take part in regular fire evacuation practises, they learn to tidy away after playing with activities and during outings they learn how to cross roads safely.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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