

## Inspection report for early years provision

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<b>Unique reference number</b>	226733
<b>Inspection date</b>	22/04/2009
<b>Inspector</b>	Alison Edwards
<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

This childminder registered over ten years ago. She lives with her husband and adult son in a house in the north eastern suburbs of Leicester. Minded children use the ground floor for play, with access to the bathroom and one bedroom on the first floor as needed. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children aged under eight years at any one time, including three in the early years age range. There are currently six children under the age of eight on roll, including five in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register to care for older children. The childminder does not receive funding to provide nursery education to three- and four-year-old children.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder lacks awareness of the learning and development requirements identified in the Early Years Foundation Stage (EYFS). Consequently, children's individual needs are not met because arrangements do not ensure that they make enough progress across all areas of learning towards the early learning goals. As a result, arrangements to work in partnership with parents and other early years providers to support children's learning are ineffective. However, children are settled and relaxed in the childminder's care, and arrangements for their care and welfare are sound. The childminder has undertaken some evaluation of her practice, but this has not effectively identified the weaknesses or effective ways of addressing them.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure familiarity with the knowledge, skills and understanding which young children should acquire by the end of the EYFS (Early learning goals) 22/05/2009
- plan and provide an educational programme to support children's progress towards the early learning goals (Educational programmes) 22/05/2009
- undertake observational assessments to ascertain children's achievements and to share such information with parents and carers. (Organisation) 22/05/2009

To improve the early years provision the registered person should:

- review arrangements to ensure that children are appropriately supervised at

all times with regard to use of the garden.

## **The leadership and management of the early years provision**

Self-evaluation processes do not yet effectively recognise current weaknesses in the provision for children's learning and development, and consequently, do not identify ways to address these. However, the experienced childminder does make continuing use of relevant local advice and support to maintain the required paediatric first aid qualification, and to undertake initial training on aspects of the introduction of the EYFS. Following the recommendation from her previous inspection, a drain cover in the garden no longer poses a hazard.

Because the childminder does not currently assess children's progress towards the early learning goals or plan for the next steps in their learning, she is unable to share such information with parents and other early years providers in order to effectively promote partnership working. However, she does use written information and business agreements to ensure that new parents have a sound understanding of arrangements for children's care and welfare. She uses informal daily discussion to share information with parents about relevant events and experiences in children's lives. The childminder is aware of the value of liaison with parents and other relevant professionals, such as speech therapists, to support the inclusion of children with identified disabilities or learning needs.

There are sound arrangements in place to safeguard children from harm. The childminder shares written policies with parents identifying her responsibility to implement agreed local and national procedures in the event of any child protection concerns, so helping to ensure that there is a shared understanding of arrangements to safeguard children from abuse. The childminder also has clear written procedures in place for the management of any emergencies, such as a serious accident or fire. Required records, such as daily attendance registers, and children's personal, health and emergency contact details, are readily accessible to underpin the management of children's care.

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

The childminder is unfamiliar with the content of the six areas of learning and development identified within the EYFS, and therefore is not clear on what children need to learn before the end of the Foundation Stage. Arrangements are not yet in place to observe and assess children's current abilities, or to plan and provide effectively for the next steps in their learning. Consequently, children's current learning needs are not met, and they are not effectively helped to establish sound foundations for all aspects of their future learning. However, children do enjoy using a varied range of good quality toys which are generally suited to their interests and stage of maturity. For example, younger toddlers enjoy handling chunky plastic bricks or stacking beakers, whilst slightly older children show interest in completing a selection of wooden inset puzzles. Children across the age range confidently use a range of picture and story books. They use crayons, paint,

dough and scissors in simple creative and craft activities, and enjoy familiar songs such as 'Wheels on the bus'.

Sound arrangements are in place to promote children's health and safety. Children are cared for in a well-maintained, hygienic and comfortable family home, so helping to underpin their welfare. They follow healthy practices within their daily routines, such as washing their hands under running water before eating, and disposing of used tissues promptly. Children enjoy healthy foods in their meals and snacks, such as chopped fresh fruits, and the childminder is careful to ensure that any specific dietary needs are met. Children enjoy daily outdoor play with items such as skittles or wheeled toys in the small garden, and also often visit local parks or toddler groups for more energetic play, for example, by using climbing equipment. The childminder uses written risk assessments to underpin a range of sensible safety precautions taken inside the home and on outings, such as ensuring that smoke alarms are in working order and that young children are safely strapped in buggies when out walking. The house and garden are kept secure to ensure children are unable to leave them unaccompanied. Young children are supervised well inside the house. However, there are occasional short periods when they are not within the childminder's direct supervision when they are playing in the garden.

Children are contented and relaxed in the childminder's care because she is caring and affectionate in her dealings with them, for example, readily recognising and responding to individual needs and emotions, such as signs of tiredness. Children are therefore helped to feel secure and confident in their play and relationships. The childminder establishes consistent expectations for their behaviour, taking account of their level of maturity. Children therefore begin to learn to show care and concern for each other and their surroundings, for example as the childminder encourages them to share and take turns, or to help tidy away toys and play things. The childminder is experienced in working with children from a range of cultural backgrounds. She uses some resources helping children to recognise and respect diversity, such as books and play figures reflecting different skin tones and clothing styles.

## 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>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	4
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?	4

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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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