

## Inspection report for early years provision

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<b>Unique reference number</b>	258198
<b>Inspection date</b>	29/05/2009
<b>Inspector</b>	Hazel Christine White
<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 1992. She lives with her adult daughter and 15 year old child in a residential area of Humberstone in Leicestershire. There are shops and schools within easy walking distance. The premises are easily accessible from the front and there are several steps leading to the garden at the rear of the house. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children regularly attend a local carer and toddler group. The family has a cat.

The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently four children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. Seven school-aged children attend for various sessions.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare, learning and development are suitably promoted as the childminder provides a welcoming family environment. She is aware of each child's individual needs and through discussions with parents, she establishes friendly and supportive relationships. All practice is inclusive. The childminder is making wider links with other settings that children attend to ensure continuity of care. The majority of the required documentation is in place and regularly reviewed. Systems to observe and assess children's progress have not yet been implemented. The childminder shows a commitment to continuous improvement and there are suitable systems for self-evaluation.

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

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

- make systematic observations and assessments of achievements, interests and learning styles and use this information to identify the next steps for children to help build on what they already know.

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

- keep a written record of medicines administered to children (Promoting good health, also applies to the compulsory part of the Childcare Register)

12/06/2009

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

The childminder has an appropriate understanding of her responsibilities regarding protecting children from harm and is aware of the procedures to follow should a concern arise. A safeguarding policy is shared with parents to ensure that they are aware of the childminder's role. Risk assessments are carried out to make sure that any hazards are identified and minimised. Most documentation is in place and the childminder has devised a range of written policies and procedures which she shares with parents.

The childminder works closely with parents to meet children's individual needs, encouraging a two-way exchange of information. Parents are kept up-to-date with their children's progress through discussions. They are asked to complete a questionnaire regarding the childminder's practice and suggestions are valued and acted upon. Parents speak highly of the service they receive and comments include, 'fantastic childminder who accommodates all my needs even at short notice' and 'I completely trust her with my children'. Suitable arrangements are in place to work in partnership with other settings who deliver the EYFS to ensure that children are provided with appropriate levels of support and continuity of care.

The childminder offers a fully inclusive service and welcomes all children into her care. She accesses support and advice from the local authority Early Years Childcare Partnership which has helped her to implement the Early Years Foundation Stage. The childminder is beginning to evaluate and monitor the quality of her care and has recently completed the Ofsted self-evaluation form. She shows a positive attitude towards continuous improvement and has identified some areas for development. Recommendations from the previous inspection have been satisfactorily addressed to improve outcomes for children.

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

Children are very settled in a homely environment. They have a good rapport with the childminder and her family and confidently choose what they want to do from the variety of activities on offer. A general range of indoor and outdoor activities provide children with appropriate age and stage experiences which help them to make sound progress on their learning and development. The childminder regularly talks to parents to ensure that she knows about their child's likes and dislikes. Children are happy in their play and basic planning is being considered, which takes into account children's interests and individual stage of development. They include familiar daily routines such as school runs, attendance of groups, rest and meal times. Systems for observing and assessing children are not yet in place; therefore, this impacts on children's learning because their next steps have not been identified to help build on what they already know.

Children begin to become problem solvers as they attempt to place jigsaw pieces into the correct spaces and twist and turn shapes until they fit in the shape sorter. They visit the supermarket regularly and have a go at writing their own shopping list as well as handing the coins to the cashier, therefore learning about the value

of money. These simple activities support the children's future economic well-being. Children enjoy using balancing scales to weigh and measure the ingredients when they make cakes and are very proud of the end result. They have opportunities to be creative, for example, designing cards and painting pictures. Physical activities are encouraged to promote the importance of exercise. Children walk to and from school, frequently attend the park and parent and toddler groups. They visit places of interest, such as Foxton Locks and enjoy picnics in the fresh air.

Children enjoy a good range of healthy light meals and snacks which their parents or the childminder provides. She gathers relevant information about children's dietary needs to ensure that they can eat safely. Drinks are always available to ensure that they remain hydrated throughout the day. There are effective arrangements in place to care for children who are ill. However, although parents give written permission for medicines to be administered to their children, it is not recorded and parents informed once it given, to ensure their well-being is fully protected. Children are helped to understand that washing their hands after toileting and before eating helps keep them healthy and prevents the spread of germs.

The childminder demonstrates a secure knowledge of the children in her care and fosters their individual needs appropriately. She praises their efforts, which enhances children's self-esteem and confidence. Children play together happily and are beginning to share and take turns because the childminder offers gentle encouragement that promotes positive behaviour. They learn that some people communicate by using sign language as they join in when watching a DVD and play figures which reflect disability in a positive way are available for children to use. Children are developing an awareness of their personal safety because the childminder regularly practises emergency evacuation procedures to ensure they are aware of where to go to stay safe. They learn about road safety and the importance of staying within the childminder's sight when they are out and about. Young children are securely fastened into their pushchairs when they are taken for walks and safely strapped into car seats which are appropriate for their weight and height.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
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>	3
<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?	2
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?	2
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](http://www.ofsted.gov.uk)

## 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 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 (Records to be kept).

12/06/2009