

## Inspection report for early years provision

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<b>Unique reference number</b>	EY219922
<b>Inspection date</b>	15/10/2009
<b>Inspector</b>	Lynn Dent
<b>Type of setting</b>	Childminder

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## 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.

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## **Description of the childminding**

The childminder was registered in 2002. She lives with her partner and two children aged 12 and 10 years on the outskirts of Leicester. The whole of the ground floor of the childminder's house is used for childminding and toilet facilities are available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of four children at any one time and is currently caring for two children in the Early Years Foundation Stage. The childminder also makes provision for children older than the early years age group, which is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library and to the park. The family has a pet dog. The childminder supports children who speak English as an additional language. The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Partnerships are developed with parents and the childminder can explain how she would work with others to benefit the children. Limited information about the children's learning and developmental stage is collected at induction. The childminder plans a range of appropriate experiences for the children indoors, and the outdoors is used to promote their physical development. The childminder is in the early stages of monitoring and assessing children's progress. Methods for reviewing the service the childminder provides are in the early stages and are beginning to show a commitment to continuous improvement.

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

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

- improve the range of experiences for children to learn and develop during outdoor play
- improve the arrangements in place to further determine children's starting points so their strengths and interests can be built on
- develop further the arrangements for observing and assessing young children to identify their achievements and the next steps in all areas of their learning and development
- ensure that information about who has parental responsibility for each child is in place
- improve the systems to self-evaluate and monitor practice to bring about

improvements to ensure that individual needs of all children are met.

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

Children's welfare is protected because all adults living on the premises are checked to ensure they are suitable to be with children. The childminder carries out regular risk assessments to ensure that the home and resources are safe for children to use. Their safety is further protected because the childminder risk assesses outings and checks parks for hazards before allowing children access. The childminder understands her legal responsibilities for safeguarding children in relation to reporting concerns for their safety and welfare to the relevant agencies. The childminder has made a start in evaluating the service she provides and is beginning to recognise areas for improvement. An appropriate range of developmentally appropriate resources are provided and the childminder rotates toys to offer variety and enable children to make choices about what to play with.

The childminder shows a commitment to improving her skills and knowledge by attending relevant training. As a result, she understands child development and plans a range of developmentally appropriate activities and experiences for them. The childminder spends time talking to parents at induction, which helps her collate information about the children's care needs and has discussed who has legal responsibility for the children, however, this information is not yet clearly detailed in children's records so may not be readily available. The childminder also collects some information about children's current stage in their learning and developmental, however, this is not sufficient to enable the childminder to fully build on what the children already know and can do. The childminder observes children during play and records their progress in a diary and a scrapbook which is shared with parents. The information gathered from observations is starting to be used to help the childminder to plan future activities. However, records do not yet show how children are progressing in relation to their starting points or their next steps across all six areas of learning equally. Overall, children make satisfactory progress.

The childminder has a range of written policies that are shared with parents ensuring that they are informed about her practice. Appropriate relationships with parents are developed and the childminder can explain how she would work with other professionals involved with the children in her care. The childminder provides appropriate support for children who speak English as an additional language and encourages all children to learn to respect others through a range of activities and everyday events.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a caring, homely environment, where they enjoy their time with the childminder. The childminder plans a range of activities and allows time for children to initiate their own play, therefore their independence is fostered.

Children are confident and feel safe because they receive praise and encouragement. Consequently, they have good self-esteem. Younger children are beginning to develop an awareness of keeping themselves safe as the childminder gently reminds them to be careful during everyday routines such as using the stairs and crossing the road.

Opportunities are provided for children to benefit from fresh air daily as they use the garden and visit local parks. Consequently, their physical skills are promoted. However, opportunities to participate in activities that promote other areas of learning are not as readily available when playing in the garden. Children benefit by attending the local toddler group where they learn to share and interact with a wider group of children. Children's creativity is promoted as they have access to a range of craft materials and also collect natural materials such as leaves and sticks to make pictures. During a painting activity, the childminder introduces children to early mathematical skills as they count how many fish they have painted. Children learn to respect diversity as they celebrate special occasions and festivals and are learning about technology as they use programmable toys.

Younger children are beginning to show an understanding of the needs of their body as they ask for drinks and choose what to eat for snack. The childminder uses snack time effectively to help children develop good table manners, an understanding of healthy eating and good hygiene. Children have access to a range of books which is extended by visiting the local library bus. They understand the initial sounds of their name as they decorate large cut out letters. Children's language and communication skills are developing well because the childminder engages in their play and encourages them to talk about what they are doing. They use toys well as they engage in imaginative play. For example they talk about the farm animals and the farmer who becomes 'daddy' who goes on holiday in an aeroplane. The childminder helps children to learn about emotions as they talk about the animals being sad and angry.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:	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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