

Inspection report for early years provision

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Inspection date	16/10/2009
Inspector	Patricia King
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1992. She lives with her husband and three adult children in the city of Leicester. All of the ground floor of the childminder's house is used and there is a fully enclosed back yard available for outside play. Access to the premises is via a low step into the front room.

The childminder is registered to care for a maximum of five children under eight at any one time, of whom no more than three maybe in the early years age group. She is currently minding three children in this age group. She also offers care to children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care because she takes care to establish an understanding of their individual needs. They have access to a varied range of activities which promote play and learning indoors and outside the home. The childminder works closely with parents and has systems in place to form partnerships with any other providers or agencies working with children to promote continuity of care and development. She has not fully established systems to observe, assess and record what children can do or to plan for their next steps. She does not have a fully efficient system to evaluate her performance and drive ongoing improvements.

What steps need to be taken to improve provision further?

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

- ensure that parents have more opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next
- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development
- improve systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and plan ongoing improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a sound understanding of child protection procedures and knows what to do if she has any concerns. The childminder has organised her home well to provide a secure, welcoming environment to children and their families. She promotes children's safety by undertaking appropriate risk assessments of the premises and any outings and by maintaining close supervision at all times. A suitable range of written policies and procedures are in place to promote children's health, safety and welfare and copies of these documents are available to parents.

The childminder is fully prepared to establish positive partnerships with others involved in the children's lives, for example, the parents and pre-school which supports children's overall development and progress. She takes care to establish all necessary details and information to meet the individual care needs of minded children. However, parents are not asked to contribute to an initial assessment of their child's learning which means this important information is not available to inform planning for children's progress. She gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently. The childminder has completed most of the improvements required and recommended at the previous inspection but she has not fully established an efficient system to assess her strengths and weaknesses and secure ongoing improvement.

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

Children's health and wellbeing are well promoted because the childminder is a positive role model, she helps children learn through daily routines and plans practical learning opportunities. Consequently, children understand why careful hand washing after using the toilet and before handling or eating food is important to their good health and they follow these personal care routines carefully. Children behave well and are developing an understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other because the childminder introduces games and activities to practise these skills. They follow the sensible house rules to promote safe behaviour and respond happily to gentle reminders when these are needed. They are learning to be safe outside their home as they practise road safety on outings and talk about stranger awareness.

The childminder has arranged her home to provide a secure environment for children where toys, activities and resources are stored within easy reach to promote independence and choice. She provides a varied and suitable programme of activities and learning opportunities to engage children's interest and help them to make progress across the areas of learning. Consequently, children develop a sense of belonging and build positive relationships with this childminder and her

family.

The childminder understands the needs of children of differing ages and stages of development and that children learn as they play. She gets down to their level and spends time talking to them asking appropriate questions to stimulate their interest and involvement in their play. For example, she encourages the children to talk about the puzzles and blocks they are using, to name and compare the shapes and find matching pieces. She helps them to learn about their local multi-cultural community as they visit groups, parks, the library and shops. In this way the childminder uses spontaneous opportunities to help children learn. Discussion and learning records evidence they are learning about the wider world and their place in it. Children's imagination and creativity are fostered well as they are involved in role play and have suitable resources and opportunities to create pictures, models and collages.

The childminder knows the children well which means their individual needs and abilities are recognised and regarded to ensure all children are fully included and enabled to participate in the daily routines. She is developing systems to observe and record what children can do, however, this information is not yet used efficiently to ensure that learning is secure and to plan for the next steps in their learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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