

Inspection report for early years provision

Unique reference number	EY396344
Inspection date	16/03/2010
Inspector	Alison Edwards
Type of setting	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

This childminder registered in 2009. He lives with his partner in a house on a residential road in the western suburbs of Leicester. Minded children use the ground floor of the house for play, with access to two bedrooms and bathroom on the first floor. There is an enclosed garden for outdoor play. A dog is kept as a family pet. 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, including three in the early years age range. There are currently two children under the age of eight on roll, including one 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 overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very settled and relaxed in this comfortable environment, which is suitably maintained to underpin their welfare. The childminder works with parents to ensure he knows children well as individuals. He provides a variety of activities and first hand experiences helping children to make steady progress in their learning. The childminder has used local training to gain a sound initial overview of the requirements of the Early Years Foundation Stage. Consequently he is able to meet children's care and developmental needs appropriately. He continues to use relevant sources of guidance and support to help develop his current knowledge and understanding. This demonstrates an ongoing readiness to develop the existing quality of the childcare provision.

What steps need to be taken to improve provision further?

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

- develop existing use of observations to more accurately identify and plan for the next steps in children's learning in order to ensure consistently high levels of challenge and progression
- review arrangements for the security of the rear garden with particular regard to the recently broken fence panel
- update the record of risk assessments to include assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

There are sound arrangements to safeguard children from harm. The childminder recognises his responsibility to inform Ofsted of any changes to the household to enable the required suitability checks to be undertaken. He knows what child abuse and neglect are, and is aware of his duty to follow agreed local and national

procedures should there be any concern about a child or any allegation of abuse. The childminder keeps generally satisfactory records of the information which is needed for the safe management of children's care. For example, he records clear details of parental instruction for any medicines and their administration, and obtains written parental consent to seek emergency medical treatment if needed. This helps him to manage any accident or sudden illness appropriately. He has started to keep records of the assessment of potential risks within the home as required. However, he does not yet record risk assessments for outings in order to fully document the practical precautions taken to maintain children's safety.

Children are cared for in a comfortable and suitably-maintained family home, where they begin to learn how to care for their environment. For example, they help to grow flowers and vegetables in the garden. The childminder has undertaken relevant courses on food hygiene and safeguarding issues in addition to completing nationally required introductory childcare training and paediatric first aid certification. He makes appropriate use of supporting documents and guidance from relevant national organisations to ensure he complies with current childminding requirements. He continues to make use of relevant on-line resources to extend his awareness of current childcare issues and good practice. This demonstrates commitment to continuing development of his childminding service. For example, he uses internet reference materials to help provide the basis to develop his own written policies and procedures relating to issues such as behaviour management.

The childminder uses initial discussion and written agreements to ensure that he and parents have a shared understanding of his legal responsibilities, and of arrangements for children's care. He ensures that he takes account of parents' knowledge of their own children's preferences and interests. The childminder has already established the use of some simple records of his observations of children's changing abilities. These provide a basis for ongoing discussion with parents about children's progress. The childminder is establishing sound day-to-day arrangements to share practical information about children's welfare and experiences with other early years settings which they attend, such as nurseries. He is aware of the importance of working closely with other agencies to support the inclusion and progress of children with identified special educational needs and/or disabilities. Children have ready access to a selection of playthings reflecting different abilities and lifestyles, helping to introduce them to aspects of diversity. These include items such as play figures with mobility aids, and jigsaws and glove puppets showing people with different skin tones and clothing.

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

Arrangements to promote children's health and safety are sound. Children develop growing independence in simple hygiene practices. For example, pre-school children use a step stool to safely reach the taps and soap dispenser when washing their hands. They enjoy snacks such as fresh fruit and milk, and meals such as home-prepared stews or cottage pie and vegetables, so providing a healthy diet. Children are interested in a variety of play things enabling them to

use their hand-eye coordination, such as paints, playdough and jigsaws. They experience a variety of energetic activities in the fresh air, for example, scrambling on rocks in a local country park, or using equipment such as slides and swings in a local play area. The childminder helps children begin to learn about some aspects of safety in their daily routines. For example, he talks with them about how to behave safely when out walking, and about the importance of using seat restraints when in the car. There are a number of sensible measures to help keep children safe, such as keeping external doors secure and using cupboard locks to help prevent children gaining access to household cleaning materials. Children are not currently using the rear garden for outdoor play. This is because a boundary fence, owned by a neighbouring property, has recently broken, so necessitating a re-appraisal of previous arrangements to ensure the security of the outside area.

The childminder knows children well as individuals, so helping them feel confident and valued in his care. He is consistent and positive in his dealings with them. This helps them to start to take growing responsibility, for example by putting their own outdoor clothes away and by tidying up toys after using them. Children learn about their own and other people's feelings and the reasons for these. For example, they share books about different experiences and celebrations. Children enthusiastically try a range of different activities, for example, as they eagerly begin to paint, or as they readily choose favourite books to share. They show pride in their independent achievements, and know that these are valued, for example when they talk about their paintings which are on display.

The childminder recognises his responsibility to help support young children's learning. He provides a fair range of practical play activities and first-hand experiences which take account of children's stage of maturity and interests. This helps to support their overall development and to establish a sound foundation for their future skills. For example, pre-school children readily recognise and count numbers up to 10 in sequence. They begin to combine and compare numbers as the childminder encourages their interest in picture books of simple 'sums'. Children begin to gain a practical awareness of shape and size as they use plastic construction sets, or fit wooden rail layouts together. They begin to link words and pictures as they enjoy sharing simple books with the childminder, and have access to a range of crayons and pencils for mark-making activities. They confidently use simple spoken language to talk about events in their own lives. Children begin to learn about their own community as they visit local shops or talk about the role of passing emergency vehicles. They begin to learn about some aspects of the past as the childminder talks with them about the history of different buildings, such as who lived in the ruins in a country park. Children investigate how to use different tools in pretend play with a toy work-bench. They become familiar with some aspects of everyday technology as they use battery-operated toys or simple electronic games. The childminder has started to keep records of children's changing interests and abilities. However, he is not yet fully confident in how to make best use of these to identify and plan for the next steps in children's learning in order to ensure consistently high levels of challenge and progression.

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	3
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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