

Inspection report for early years provision

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Inspection date	08/06/2010
Inspector	Patricia King
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.

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 1994. She lives with her partner and an adult child in the city of Leicester. All of the ground floor and the bathroom on the first floor of the childminder's home is used. There is a fully enclosed garden available for outside play.

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

This childminder takes care to find out all the necessary details to meet children's individual needs, consequently, she knows them well and they are happy, settled and confident in her care. Close working relationships with parents are established and they are provided them with suitable information about her services and their child's care and learning. She works closely any other providers or agencies working with children to promote continuity of care and development. Children have access to a broad range of activities which promote play and learning indoors and outside the home. She has not fully established an effective system to assess her strengths and weaknesses such as the recording of the risk assessment of the premises and positive use of learning records.

What steps need to be taken to improve provision further?

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

- improve the records of risk assessments to include when and by whom the checks have been completed. 15/06/2010

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

- ensure that effective systems are in place to observe and assess what children can do in order to recognise and promote their next steps in learning
- develop 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

A suitable range of written policies and procedures is in place to promote children's health, safety and welfare and copies of these documents are available to parents. The childminder has organised her home effectively to provide a secure, welcoming environment to children and their families. Children are safeguarded effectively because the childminder has a sound understanding of child protection procedures and knows what to do to report any concerns. She promotes children's safety by undertaking appropriate risk assessments of the premises and any outings and by maintaining close supervision at all times. However, the record of the risk assessment of her home does not identify when and by whom it was completed which is a breach of requirements.

The childminder has established positive relationships with parents and is prepared to form partnerships with others involved in the children's lives, for example, the key workers at the local pre-school. This helps to support and promote children's overall learning and development. She is vigilant to obtain necessary written permissions and maintains most records efficiently.

The childminder 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. She has completed most of the improvements required and recommended at the previous inspection but she has not secured an efficient system to assess her strengths and weaknesses and drive ongoing improvement.

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

This childminder has organised her home and routines to provide a safe, secure environment for children where toys, activities and resources are stored within easy reach to promote independence and choice. Consequently, children move freely around the areas of the home used confident to select a toy, activity or game to play with. This means that children develop a sense of belonging and build positive relationships with this childminder and her family. The childminder provides a varied and suitable programme of activities and learning opportunities and uses outings into the local community and towns to extend their learning opportunities. For example, they have travelled upon buses and trains exploring the surrounding countryside. In this way the childminder uses spontaneous opportunities to help children learn. Discussion and photos evidence they are learning about the wider world and their place in it.

Children's health and wellbeing are well promoted because the childminder is a positive role model, 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 follow these personal care routines carefully. Children

behave well 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 practice 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 the home as they practice road safety on outings and talk about stranger awareness.

The childminder understands the needs of children of differing ages and stages of development and that children learn as they play. She spends time getting to know each child their likes, dislikes and individual comforts which means she is well prepared to settle any child distressed by separation from their parent or carer. She gets down to their level, talks to them and asks appropriate questions to stimulate their involvement and learning. For example, she encourages children talk about the puzzles and blocks as they play, to name and compare the shapes and find matching pieces. Imagination and creativity are fostered well as children are involved in role play and have suitable resources and opportunities to create pictures, models and collages. They demonstrate confidence to express themselves, for example, asking for a favourite toy, comforter or cuddle when tired.

The childminder knows the children well which means their individual needs and skills are recognised and regarded to ensure all children are fully included and enabled to participate in the daily routines. She has established systems to sensitively observe and assess what children can do, however, this information is not kept up to date and used consistently to plan for individual children's next steps.

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	2
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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