

## Inspection report for early years provision

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<b>Unique reference number</b>	EY306791
<b>Inspection date</b>	04/06/2010
<b>Inspector</b>	Patricia King
<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.

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 2005. She lives with her husband and three children aged four, seven and 11 years in the city of Leicester. All of the ground 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 four children under eight at any one time, of whom no more than two may be in the early years age group. She is currently minding a child 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 good.

This childminder fosters positive working relationships with parents providing them with good information about her service and their child's care and learning. She 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. The childminder's home and daily routines are organised efficiently to ensure that children are safe, secure and offered stimulating and varied activities across all areas of learning and development indoors and in the outdoor environment. She works closely with any other providers or agencies working with children to promote continuity of care and development. Systems to evaluate strengths and weaknesses are in place and the childminder is beginning to use these effectively to secure ongoing improvement.

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

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 07/06/2010

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

- develop systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and drive ongoing improvement.

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

The childminder pays close attention to the inclusion of all children. She carefully organises activities and learning opportunities so that they are fully enabled to participate safely and confidently according to their age and capability. She promotes children's safety effectively by undertaking thorough risk assessments of her premises, all outings and activities and by maintaining vigilant supervision at all times. Children are safeguarded effectively because the childminder has a secure understanding of child protection procedures and knows what to do to report any concerns. She has taken positive action to complete all recommendations and requirements for improvement from the previous improvement. She is committed to personal development and embraces relevant training opportunities to support her work with young children. She is developing confidence in her use of self-evaluation to drive improvements in her services.

A comprehensive and detailed range of written policies is in place to promote children's health, safety and welfare and parents are provided with copies of these important documents. Most necessary records are completed efficiently and parents receive written details of their children's daily care and routines. However, details of who has parental responsibility for individual children is not clearly established. This is a breach of requirements. The childminder has formed positive partnerships with parents which means they feel fully informed and included at all times. She has established contacts with others involved in the children's lives, for example, the local school which supports children's overall development. Systems to sensitively observe and assess what children can do are in place, and this information is used consistently to plan for individual children's next steps.

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

Children develop a sense of belonging and build positive relationships with this childminder and her family. She has arranged her home 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 feel confident to express themselves, for example, to ask for a favourite story, a drink or a comforting cuddle when tired.

The childminder provides a varied and well-planned programme of activities indoors and uses local resources to extend children's learning programme. She successfully engages children's interest and helps them to make progress across the curriculum as active learners. 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 activities to practise these skills and positively acknowledge their good behaviour. 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.

Children's health and welfare are effectively promoted because the childminder is a good role model and helps children learn through daily routines. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. She talks to them about healthy eating and provides practical activities to promote their awareness, such as, through cooking and role play.

Children proudly display their work in their learning journals and eagerly share and describe what they are doing in the many photos of them engaged in meaningful play and fun. The childminder gets down to the children's level and joins their world remaining alert to times when intervention may or may not be required. She effectively uses children's interests to promote learning, for example, using favourite toys, such as, construction blocks and puzzles to recognise shapes, measure, compare size, colours and textures and promote communication skills.

Robust systems are in place to observe, check and record children's learning. The colourful, detailed learning journeys efficiently illustrate and track children's progress. Children and parents understand the importance of these records and take pride in reading and sharing them with others.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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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