

Inspection report for early years provision

Unique reference number	EY306577
Inspection date	11/11/2010
Inspector	Tina Garner
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

The childminder was registered in 2005. She lives with her two teenage children in the Braunstone area of Leicester. The whole of the ground floor and the bathroom on the first floor of the childminder's house are used for childcare purposes and there is a fully enclosed garden available for outside play. Schools, parks, shops and places of interest are within easy walking or driving distance. The family has two cats and a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. She is currently minding four children who mainly attend on a part-time basis, before and after school, and two children are within the early years age range. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring, homely environment for all children in her care. She plans and provides a range of activities which enable children to gain the most from their play and learning experience and they make satisfactory progress. Some systems have been introduced which begin to monitor progress and achievement, although these are not fully in place to ensure that each child has their next steps in development robustly planned for. The childminder works closely with parents, encouraging them to share their views and make suggestions for improvement to her practice. The childminder is in the early stages of monitoring and assessing the service she provides.

What steps need to be taken to improve provision further?

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

- ensure a full risk assessment is carried out for each type of outing (Safeguarding and promoting children's welfare)(also applies to the compulsory and voluntary parts of the Childcare Register)
- 19/11/2010

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

- develop the use of observations to help identify learning priorities and plan relevant motivating learning experiences
- develop systems for self-evaluation to further identify strengths and weaknesses and implement plans which bring about further improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's safety and security is generally assured. The childminder is aware of her responsibilities in relation to safeguarding procedures and has adequate systems in place to ensure that children are protected from harm and neglect. Children remain under her close supervision at all times and are not left alone with adults in the household who have not yet fully completed the vetting procedure. Children's good health is suitably promoted due to the following of appropriate procedures. All of the necessary medical consents and records required for the safe and efficient management of the setting are accurately maintained. Children now take part in a regular fire evacuation drill so that they learn how to keep themselves safe in the event of an emergency.

The childminder is beginning to use a self evaluation system and has clearly identified her strengths, although she is less clear regarding her areas for improvement. However, positive steps to successfully address the majority of actions and recommendations from the previous inspection have been made. She now conducts regular risk assessments within the home and garden, although risk assessments for outings have not been carried out. The childminder has attended an appropriate paediatric first aid course and holds a current certificate which is valid for three years. Following an action at the previous inspection, she has also now attended Introduction to Childminding Practice training. She is beginning to develop useful observation and assessment records to track children's progress which helps her to plan activities based on each child's interests, although information gained about their future learning is not yet fully used to inform planning. Consistent information is regularly shared with all those involved in each child's care and education, which promotes continuity of care.

The childminder has a suitable understanding of equal opportunities. She provides an appropriate range of resources which are easily accessible so that all children can make choices in their play. She forms strong and trusting relationships with the children and their parents, ensuring that children's individual needs are met and that any additional needs are sensitively managed and supported. She develops effective partnerships with all those involved in children's welfare and learning so that children receive consistent and complementary care. As a result, children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings.

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

Children are happy, settled and enjoy the time they spend in the childminder's care. She supervises children closely, is sensitive and attentive to their needs and close, nurturing relationships are being formed. The childminder is beginning to take account of children's individual interests and is starting to be aware of the support children need to help them progress. Systems for observation and assessment have been implemented to identify and promote progression through

the six areas of learning, identified within the Early Years Foundation Stage. Although observations are starting to identify children's next steps in learning, planning for individuals is not fully effective in linking and identifying what the children need to learn next.

The childminder provides an inviting environment and children are taking some steps to become independent learners through self-initiated activities as they access and choose resources for themselves. Toys and equipment are made readily available in clear plastic boxes placed at the child's level, which include a range of baby toys, cars, games, construction toys and books. Children are beginning to extend their language skills, problem solve and recognise shapes, colours and numbers in everyday activities around the home. The childminder ensures all children are included and engages them in adult-led activities, sparking their interest and developing their imagination and physical skills. For example, painting, gluing, making collages and role play. Children build on their independence and confidence as they use a range of equipment, such as the ball pool, throwing, catching and counting the brightly coloured balls. However, some learning opportunities are lost as the childminder is not fully planning and considering what children need to do next. The childminder has a positive approach to behaviour management offering clear explanations, praise and encouragement.

There are sound arrangements to help children develop a healthy lifestyle. The childminder encourages children to follow appropriate hygiene procedures in their daily routine, such as washing their hands after using the toilet, stroking the pet cats or rabbit and before mealtimes. Appropriate explanations are given by the childminder to help children understand why hand washing is important. She displays a poster on the playroom door which supports this message. Children have daily opportunities for fresh air and exercise in the garden, on outings to the nearby park or on walks to and from school. Parents provide children's meals, however the childminder supplements these with nutritious snacks of fruit and this contributes to a healthy diet. She gathers clear information from parents about children's dietary needs, including preferences and any allergies so that they can eat in safety. The childminder is beginning to encourage children to value the world around them by promoting sustainability and skills for their future, for example by using the recycling systems.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) (also applies to the voluntary part of the Childcare Register). 19/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register). 19/11/2010