

Inspection report for early years provision

Unique reference number	260311
Inspection date	12/01/2011
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 2009. She lives with her husband, a child aged 15 years and three adult children, in the Braunstone area of Leicester City. All of the ground floor of the childminder's home is used and 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 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. Children with special educational needs and/or disabilities or children with English as an additional language are supported.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy and settled in the childminders care because she takes care to establish understanding of their individual needs. She works closely with parents and any other providers or agencies working with children to promote continuity of care and development. Children have access to a varied range of activities which promote play and learning indoors and outside the home. She does not have a system to evaluate her performance which means she has not recognised that important documentation is not in place and does not use information gathered from observations effectively.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

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| • maintain the daily record of names of the children looked after and their hours of attendance (Documentation also applies to the both parts of the Childcare Register) | 12/01/2011 |
| • devise a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect (Safeguarding and welfare also applies to both the compulsory and voluntary parts of the Childcare Register) | 26/01/2011 |
| • make available to parents a written statement that provides details of the procedure to be followed if they | 26/01/2011 |

have a complaint (Safeguarding and welfare also applies to both the compulsory and voluntary parts of the Childcare Register)

- conduct a risk assessment to identify aspects of the environment and all outings that need to be checked on a regular basis and review it at least once a year (Suitable premises, environment and equipment also applies to both the compulsory and voluntary parts of the Childcare Register).

26/01/2011

To improve the early years provision the registered person should:

- 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
- establish systems to evaluate your performance and plan for on going improvement.

The effectiveness of leadership and management of the early years provision

This childminder has organised her home effectively to provide a safe, welcoming environment to children and their families. However, she has not undertaken a thorough risk assessment of the premises and outings, which means that on going safety is not checked securely. She has suitable awareness of safeguarding procedures and knows what to do if she has any concerns, however, she does not have a written procedure to follow in this event.

The childminder informs parents verbally of her policies and procedures. She describes how discussion and feedback keep parents informed of daily care, learning and development. However, she does not have a written complaints procedure available to parents to follow in this event. She develops suitable partnerships with parents and others involved in the children's lives, for example, the local playgroup and school which supports children's overall development.

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. Toys, activities and resources are kept within easy reach to promote children's independence and choice. She has not developed systems to evaluate her strengths and weaknesses and improve services for children. This means that, although improvement recommended at the previous inspection has been made, she has not recognised weakness caused by not keeping up to date with regulatory changes and the requirements for documentation.

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

The childminder provides a secure environment for children where they feel confident to express their own needs and develop a sense of belonging. A suitable variety of toys and resources are kept within easy reach to promote independence and children move freely around the areas used for play. Children are happy and settled in the childminder's care and they have positive relationships with her. They behave well and they are developing a good understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other. 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 wellbeing are suitably promoted because the childminder 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. The childminder offers a range of healthy snacks and drinks and children learn about the importance of a healthy diet as she talks to them about why this is good for them.

The childminder understands the needs of children of differing ages and stages of development and that children learn as they play. She spends time talking to them asking appropriate and challenging questions to stimulate their interest and involvement. For example, using a simple activity to count, talk about shape, size and practise mathematical language. The childminder describes how children enjoy finding out about their local community and are learning about the wider world and their place in it. They visit local children's activities and an allotment where they learn how things grow, how to care the environment by recycling and preserving natural resources and develop their understanding of healthy foods. 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 observes the children at play and recognises when to offer support or challenge. However, she does not use observation efficiently to assess that children's learning is secure in all areas and to plan for children's next steps in 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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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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 (Documentation) | 12/01/2011 |
| • take action as specified in the early years section of the report (Arrangements for safeguarding children) | 26/01/2011 |
| • take action as specified in the early years section of the report (Procedures for dealing with complaints) | 26/01/2011 |
| • take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). | 26/01/2011 |

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 (Documentation) | 12/01/2011 |
| • take action as specified in the early years section of the report (Arrangements for safeguarding children) | 26/01/2011 |
| • take action as specified in the early years section of the report (Procedures for dealing with complaints) | 26/01/2011 |
| • take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). | 26/01/2011 |