

## Inspection report for early years provision

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<b>Unique reference number</b>	EY289206
<b>Inspection date</b>	18/01/2011
<b>Inspector</b>	Alison Edwards
<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.

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## Description of the childminding

This childminder registered in 2004. She lives with her husband, two adult children and three younger children aged 10, eight and six years of age, in a house in the southern suburbs of Leicester. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of four children under the age of eight years, of whom one may be in the early years age range. Her registration also permits her to provide overnight care for one child under the age of eight years. She currently has one minded child under the age of eight years on roll, who is in the early years age range. She is also registered on the voluntary part of the Childcare Register to care for children aged eight years and over. Children for whom she minds use the ground floor of the house, with access to the first floor bathroom. There is an enclosed garden for outdoor play. Budgerigars and aquarium fish are kept as family pets.

The childminder's husband is also registered as a childminder in his own right.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and relaxed in this welcoming family home, where they develop confident relationships with others and show good levels of interest and involvement in their play. There are sound arrangements to take account of each child's individuality and to introduce them to aspects of diversity. Ongoing use of relevant local training and support enables the childminder to ensure compliance with identified requirements, and to build on her existing overview of how to implement the Early Years Foundation Stage appropriately. Consequently, there are sound arrangements overall to promote children's welfare and to help them make steady progress in their learning.

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

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

- update risk assessments to include consideration of the condition of outdoor equipment, with particular regard to the rope loops on the swing boat, and ensure that records include assessments of any risks for outings and trips
- extend confidence in the use of information within the Early Years Foundation Stage Practice Guidance on the most effective ways to support children's development in order to extend existing arrangements to help children progress towards the early learning goals
- establish more effective ways to share information about children's development and progress with other early years settings which they attend.

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

Sound arrangements are in place overall to manage the childminding service. Children are cared for in a spacious and comfortable family home, where safety gates are used sensibly to prevent children's access beyond the spacious ground floor areas designated for their use. As a result, the childminder's minded children are able to move safely and confidently between a range of toys and materials which are generally suited. The childminder's minded children are generally confident in their use of a range of toys and play materials, generally suited to their levels of maturity. The childminder and her husband have established the use of risk assessments linked to a range of sensible precautions used within the home. For example in relation to fire safety and security issues. However, risk assessments are not yet fully effective as they occasionally omit consideration of specific potential hazards, such as rope loops on the garden swing boat. The childminder and her husband give practical advance consideration to ensure the children's safety on outings, for example with regard to use of the car. However, risk assessment records do not yet include details of assessments undertaken for different types of trips in order to fully document arrangements for children's safety. The childminder and her husband use a shared range of policies and procedures, helping to underpin the safe management of children's care, for example, in relation to safeguarding issues. They have separate systems to record details of their individual minding arrangements, for example with regard to contractual arrangements and children's attendance records. This helps to ensure that required records appropriately show compliance with their individual conditions of registration. The childminder is aware of what child abuse and neglect are. She understands the need to report any concerns about a child, or allegations of abuse, to the relevant agencies in order to protect children from harm.

A portfolio provides details about the childminding service and current procedures and policies. This provides useful background information for prospective parents during initial visits, for example, with regard to issues such as safeguarding and the management of any complaints. The childminder uses written agreements and records to establish a shared understanding with parents about children's individual personal and care details and about relevant business arrangements. She is developing the use of captioned photographs, linked to different areas of children's development, to supplement daily discussion with parents and to share ongoing information about children's experiences and changing abilities. She is aware of the importance of liaising with other agencies, such as health professionals, to support the inclusion of any children with identified special educational needs and/or disabilities. She is developing practical links with other early years settings which children attend, such as nurseries. However, arrangements to share information about children's development with other settings which they attend are not yet fully established in order to fully promote continuity and progression in their care and learning.

The childminder acts appropriately to address any issues identified by external agencies, for example, by reviewing and improving fire safety measures, such as,

the use of smoke detectors. The childminder uses relevant local sources of support, for example, to extend her provision of toys and books helping children recognise and respect different cultures, lifestyles and abilities. She uses some relevant local training to update and extend her current skills and knowledge, for example, to help build her awareness of how to undertake more systematic self-evaluation and review of her own practice. Consequently, she shows a sound commitment to further developing the quality of provision for all children.

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

Children begin to learn about some simple aspects of safety within their regular routines. For example, the childminder uses frequent tests of the smoke detectors to ensure that children are familiar with its sound and learn to go quickly to the appropriate fire exit. Children begin to develop their safe and independent use of small tools, for example when using a selection of different dough cutters. Children enjoy a variety of energetic activities indoors and out, enabling them to develop their movement skills. For example, they enjoy using swings and slides and develop growing skill and control when using different wheeled toys, such as, push along and pedal cars. Children show growing hand-eye coordination as they experiment with different ways to fit rail track pieces together or use crayons and pencils. A hygienically-maintained home helps to minimise risks of cross-infection. Meals are supplied by parents, so helping to ensure that these are suited to children's individual requirements and preferences. Displays of healthy eating posters, together with play foods including fruit and vegetables, help children recognise and talk about healthy foods. Children normally have independent access to a water cooler and disposable mugs, so helping to ensure that they take sufficient fluids. The childminder actively promotes children's independence in their self-care skills. For example, as they use liquid soap and individual towels to ensure that their hands are clean. The childminder's minded children actively develop relationships with others, for example when involving younger or newer children in their play. Familiarity with a selection of resources reflecting different abilities and lifestyles helps them to recognise and respect diversity, enabling children from different cultures and backgrounds to play in harmony together. Children often show good levels of concentration in their self-chosen play. They begin to show responsibility and care in their play, for example, when spontaneously using a toy Hoover.

The childminder has experimented with various ways of seeking and recording some initial information from parents about their children's individual needs and abilities, including using recorded notes. This helps her to provide a range of activities and experiences which are generally suited to their developmental stage. For example, children show interest in simple problem solving as they purposefully fit different shapes and lengths of rail track together, beginning to talk about which way they need to go. They begin to use simple tools independently as they cut out different shapes to make collages. They learn about aspects of everyday technology as they use the switches on pretend kitchen equipment or as they use simple computer keyboards. They begin to learn about the life cycles of different

plants as they help to grow cress on the windowsill or use magnifying glasses to observe fallen leaves. Children learn about their local community as they visit the library and enjoy sharing a variety of books and stories. Children begin to use their imaginations in simple pretend play, for example, dressing up as firefighters. They have opportunities to express their creativity using different materials, such as, paints, collage materials and dough. The childminder uses daily diaries, together with simple learning journeys including captioned photos linked to aspects of children's development. These help her share ongoing information about children's changing abilities with parents. However, she is not yet fully confident in using information in the Early Years Foundation Stage Practice Guidance to full effect to identify ways to fully extend children's progress towards the early learning goals across all aspects of development.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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