

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420991
<b>Inspection date</b>	25/07/2011
<b>Inspector</b>	Pat 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.

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## Description of the childminding

The childminder was registered in 2010. She lives in a house in Leicester City with her three children aged eight, 10 and 15 years. All of the childminder's home is used and there is a fully enclosed garden for outside play. The family pet is a cat.

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 satisfactory.

The childminder takes care to find out all the necessary details to meet children's individual needs, consequently, she knows them well. She establishes strong working relationships with parents providing them with comprehensive information about her services and their child's care and learning. Children have access to a broad range of activities which promote play and learning indoors and outside the home. Children are happy, settled and confident in her care which means they make suitable progress overall. Most records and policies are maintained appropriately. She has established systems to work closely with other providers and 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 plan ongoing improvement.

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

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

- carry out a full risk assessment for each type of outing and review the assessment before embarking on each specific outing (Safeguarding and promoting children's welfare). 08/08/2011

To further 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
- extend systems to ensure self-evaluation is used effectively to evaluate

performance and drive ongoing improvement.

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

Children are safeguarded effectively because the childminder has a sound understanding of child protection procedures and knows what to do to report any concerns. A suitable range of written policies and procedures and suitable records are in place to promote children's health, safety and welfare and copies of these documents are available to parents. She has organised her home effectively to provide a safe, secure, welcoming environment to children and their families. She promotes children's safety by undertaking appropriate risk assessments of the premises and by maintaining close supervision at all times. The childminder describes how she protects children from harm when on outings and ensures they learn to keep safe outside the home. For example, she describes carefully considering possible hazards and practising road safety procedures with the children. However, she does not complete a comprehensive risk assessment of each outing which means not all risks are effectively identified and minimised.

The childminder has established strong relationships with parents. In discussion, parents describe how they feel fully informed and included at all times. They praise the childminder's understanding of individual needs and her efforts to encourage and support their child's progress. She works in positive partnership with others involved in the children's lives, for example, the local school. This helps to support and promote children's overall learning and 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. Systems to sensitively observe and assess what children can do are in place, however she is not yet using the information gathered consistently to plan for children's next steps. The childminder is beginning to use self-evaluation to recognise her strengths and weaknesses, however, this is not yet fully effective as she has not identified the weakness caused by not completing risk assessments for each outing undertaken.

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

The childminder has a sound understanding of how children learn and develop through their play and their journey. She has organised her home to provide a safe, secure, learning environment for children where toys, activities and resources are stored within easy reach to promote independence and choice. Regulatory and helpful information, for example, about the Early Years Foundation Stage are provided and displayed to parents. Consequently, children and their families develop a sense of belonging and build positive relationships with the childminder and her family.

The childminder is beginning to provide a varied and well-planned programme of

activities and has developed effective communications with the local school to support childrens learning and development. She engages childrens interest and helps them to make progress as active learners. For example, she introduces favourite activities and resources, such as, musical instruments to explore sound and rhythm, practise communication and problem solving skills. The childminder describes how she ensures that all or most areas of learning are included in each activity.

Children's health and welfare are promoted because the childminder is a suitable 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. A healthy selection of suitable snacks, such as, fresh fruit provided and the childminder talks to the children about the importance of having a healthy, balanced diet. Daily outside play and outings promotes childrens health and well-being as children play and learn in the fresh air.

Children learn to 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 the home as they practise road safety on outings and talk about stranger awareness.

Children have suitable opportunities to use their imagination and creativity as they make models and pictures. They enjoy using an appropriate range of puzzles and books happily contributing to a familiar story. Planning and photographs of activities show they are exploring and sharing experiences of their own and other lifestyles which means they are learning to respect and value differences. 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. The childminder is beginning to establish systems to observe and assess children at play, however, the information gathered is not yet used efficiently to plan for childrens next steps in all areas of their 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

<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	2

### 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

<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	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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