

Inspection report for early years provision

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Inspection date	07/09/2011
Inspector	Patricia Bowler
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 with her husband and three children aged 13, nine and four years in Leicester city. The whole of the ground floor and bathroom facilities on the first floor are used for childminding. There is a fully enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a pet cat.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a secure, welcoming and inclusive environment for children which effectively supports their safety and welfare. A sound understanding of the Early Years Foundation Stage results in children making satisfactory progress towards the early learning goals. Positive partnerships with parents ensure information is shared and children's individual needs are met. The childminder strives for improvement through further training opportunities, but has yet to firmly establish systems for self-evaluation in order to identify her strengths and any areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the ongoing observational assessment systems to include parents and to inform planning for each child's continuing development
- develop existing resources and activities that reflect positive images of culture, gender and disability to further promote diversity
- establish effective systems to influence and drive improvement through self-evaluation and reflective practice procedures
- establish a record for risk assessments to identify when and by whom these have been checked
- further develop the safeguarding policy to include procedures to be followed in the event of an allegation against a member of the household.

The effectiveness of leadership and management of the early years provision

The childminder has attended training to secure her knowledge and understanding of safeguarding issues. She knows the steps to take should any concerns arise relating to children in her care. The childminder has only been minding for a short time and has yet to engage in self-evaluation and reflective practice to influence continuous improvement. Most policies and procedures work effectively. Parents receive detailed information about the setting and complete documents to ensure children's individual care needs are met. However, systems have yet to involve parents in identifying starting points for children's learning and development or to record and support their ongoing progress.

Accurate attendance records confirm children's arrival and departure times, and safety measures minimise any hazards. However, systems are not established to confirm that risk assessments are carried out within the home or when on outings.

An abundance of toys, equipment and resources are available to meet the ages of the children attending. These are checked regularly to maintain the safety and suitability for their age and stage development. Children develop an awareness of boundaries through consistent methods to manage behaviour and a sensitive use of praise and encouragement.

The childminder provides an inclusive service by promoting a positive attitude towards difference. However, there are limited resources to promote positive images of diversity so children can develop awareness through active play and visual stimuli.

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

The childminder is currently providing care for babies and has yet to extend play and learning beyond this age. Appropriate toys and resources to continue their learning are available to meet forthcoming developmental stages.

Babies are happy and settled, moving freely and confidently within the child-orientated home. The childminder organises her day effectively to meet their individual care routines and preferences. This includes differing sleep patterns and mealtimes for babies currently attending. They make active choices about their play from easily accessible toys and resources. Babies playing on the carpet develop skills in hand-eye coordination as they delight in operating sound-activated toys. The childminder verbally encourages babies as they deposit bricks and shapes into containers, sharing in their achievements and prompting communication, thanking them as they pass and receive these back from her. Babies giggle and wave their hands excitedly when pointing to ducks on a television programme, emitting emerging language to imitate the childminder. An emerging interest in fire engines is supported, with these being available in both rooms accessed by babies. They search through the toy box to locate the source of

the siren activated as a baby investigates the contents. He smiles, delighting in his achievement in locating the fire engine, which he presents to the childminder.

Children play alongside each other successfully developing skills to cooperate and resolve situations. The childminder is proactive in using distraction to divert babies' attention to other toys to prevent issues of age appropriate sharing disputes arising. Regular attendance at a weekly carer and toddler group extend opportunities to interact with other children.

Arrangements for personal care are effectively supported. Parents provide nappies and sign agreements for the use of wipes and creams. Vigilant hygiene routines prevent the spread of infection with the use of antibacterial solutions.

Water and diluted fruit juice are readily accessible for babies if they are thirsty. They have their own individual drinking beakers and the childminder is swift to intervene when the wrong one is selected by one of the babies. Meals are provided in close conjunction with parents to ensure specific dietary requirements are met.

The childminder has a positive attitude towards difference and inclusion, but has yet to promote children's awareness through positive images in play resources to develop an acute awareness of the local community and the wider world in which they live.

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:	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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