

Inspection report for early years provision

Unique reference number	226789
Inspection date	21/09/2011
Inspector	Alison Putnar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1991. She lives with her two daughters aged 21 and 17 years and a 14-year-old son in the Evington area of Leicester. The ground floor of the property is used for childminding, along with the first floor bathroom. The setting operates each weekday from 8am to 6pm, all year round. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She currently has three children attending on a very part-time basis, one of whom is in the early years age group. No children were present at the time of the inspection. This provision is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder describes suitable systems for working with parents to ensure that information about children's individual care needs are shared and documented. Records include most required details. The childminder has a satisfactory understanding of the need to liaise with other settings the children attend, such as local pre-schools and schools to ensure continuity in children's care and education. Children are kept safe through suitable systems. The childminder is building knowledge of the Early Years Foundation Stage and is beginning to consider how children learn from the activities provided and how she can plan for future learning. The childminder shows a positive attitude to making improvements for the benefit of the children. She has made steady progress since the last inspection, ensuring that requirements are now met, and is progressing with methods of self-evaluation to ensure further improvements.

What steps need to be taken to improve provision further?

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

- develop systems to track children's progress, using the information to provide further activities to help individuals make as much progress as possible
- ensure each child's records include who has legal contact with the child, and who has parental responsibility
- establish regular methods of reviewing and self-evaluating practice to highlight strengths and address areas for improvement to further benefit the children.

The effectiveness of leadership and management of the early years provision

The childminder presents an adequate understanding of the required procedures to safeguard and protect children in her care. She is aware of the signs and symptoms of child abuse and can describe methods of how to report any concerns about children should she ever be concerned for their welfare. This is a positive improvement since the last inspection. All adults in the household have been vetted, ensuring their suitability to be around children. The home is maintained in a safe and suitable condition, with safety equipment fitted where needed. Since the last inspection the childminder has sought advice from relevant professionals on how to complete risk assessments for the home, which are now undertaken and details recorded, meeting legal requirements and improving children's safety. Toys and resources are in good condition and appropriate for varying ages of the children who attend. A child-friendly room is designated for play where children can help themselves to toys on offer. Appropriate domestic furniture is also in place to enable children to eat and play in comfort. Separate sitting room is available, enabling younger ones to sleep peacefully whilst older ones continue to play meeting individual needs.

The childminder establishes close working relationships with parents, ensuring that relevant information is obtained and recorded relating to children's care and dietary needs. She describes methods for verbal communication and uses daily diaries to share details about children's activities and events. Necessary permissions are sought, such as permission to seek medical attention in an emergency, which again is an improvement since the last inspection and ensures children's welfare is protected. Suitable settling-in processes enable the childminder, children and parents to begin to build bonds and get to know each other. The childminder understands the importance of working together with other professionals to provide consistent care and learning for children, such as talking to teachers at the local school to ensure that information can be passed onto parents.

The childminder demonstrates a positive attitude and some ability to make improvements and has addressed most of the areas for development from her last inspection. She has taken relevant advice and attended training to build her knowledge of the Early Years Foundation Stage. As such, she capably describes suitable methods for providing a range of activities and toys to help children progress in each of the six areas of learning. She now needs to establish methods to track and record children's progress to enable her to plan activities to help them build on the skills they already have. The childminder has begun to complete a self-assessment, highlighting some relevant areas for further development that will benefit the children in the future. She now needs to implement these ideas to have a positive impact on the children.

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

Children benefit from the child-friendly, homely environment. The childminder describes suitable techniques for managing behaviour to maintain children's positive self-esteem, such as using sticker charts to reward good behaviour. The childminder is aware to maintain flexible routines to take account of children's interest, age and levels of concentration. She provides a range of toys and encourages children to make choices to ensure they are kept active and interested. Once the new children are settled, the childminder intends to have time for children to play in the home and also benefit from a range of activities at local community resources, such as parks or toddler groups with younger ones. Children have opportunities to develop important social skills, mixing with other children at the childminder's home and developing skills of taking turns and sharing as they engage in playing games together and with the childminder.

Children are supported to learn about healthy lifestyles. The childminder describes how children make use of the garden, exploring some physical skills when using the slide, and playing ball games. They develop their knowledge and understanding of the world as they help to plant and care for flowers, such as sunflowers, and they go on walks to collect natural material, such as conkers and leaves. Trips to the park to play on the equipment provide good opportunities for practising physical skills. Additionally, children benefit in terms of their health from the fresh air and exercise gained through these enjoyable activities and during the walk home from school. Routines, such as school collection times, are used to begin to help raise children's awareness of safety issues, such as using the green cross code. The childminder communicates well with parents, ensuring she is aware of individual's dietary requirements, and describes snacks that are healthy. Children are encouraged to wash their hands before eating. There are effective systems in place for reducing the likelihood of spreading germs. These include the use of hand soap and individual hand towels.

The childminder is aware to provide activities to compliment the structure of the school day. Through encouraging them to make choices, she supports their enjoyment and helps them to develop some skills for the future. Craft activities are provided to help children explore using a range of materials, developing hand control to help with future writing skills. Their communication skills are supported as the childminder engages in play with them. She uses subjects familiar to the children to capture their interest, such as talking about family pets or the daily school activities. They learn to solve problems when attempting jigsaws, and develop mathematical skills when taking part in baking activities, weighing out the ingredients. The childminder is aware to ensure that all children equally access all toys and activities, promoting equality. She provides a selection of dolls and jigsaws that present positive images of our diverse society. She describes craft and food-tasting activities that she hopes to offer to help children explore a variety of cultural events and festivals.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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