

## Inspection report for early years provision

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<b>Unique reference number</b>	260311
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Claire Jenner
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 12 years and three adult children, in the Braunstone area of Leicester. 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 years at any one time, of whom no more than three may be in the early years age group. She is currently minding one child in this age group. She also offers to care for children aged over five to 11 years and is registered by Ofsted on the Early Years Register and 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 has an increasing understanding of the Early Years Foundation Stage. She provides a warm and welcoming family environment and children's welfare is well promoted as most of the required policies and procedures are in place. Children are making sufficient progress in their learning and development. However, systems for observation and assessment are still in the early stages of implementation. Partnerships with parents are positive and the childminder takes care to find out all the necessary details to meet children's individual needs. The childminder is committed to her work and has generally addressed actions and recommendations from the last inspection satisfactorily. However, suitable systems for effective self-evaluation are not yet fully implemented.

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

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

- keep a written record of all medicines administered to children (Safeguarding and promoting children's welfare). 08/11/2011

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

- improve systems for recording children's progress, including matching observations to the expectations of the early learning goals
- improve systems for planning to ensure that it is reflective of the needs of all children and that they are challenged appropriately and make effective progress in their learning
- develop systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and to plan ongoing improvement.

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

Children are protected from harm and neglect because the childminder demonstrates a suitable knowledge and understanding of safeguarding policies and procedures. In addition, she has an adequate awareness of the signs and indicators of child abuse and neglect, and has a written statement which she shares with parents. The childminder ensures that any persons who have regular contact with the children are suitable to do so, and understands the need to ensure that Ofsted are promptly informed of any change to adults living in the household to enable the completion of appropriate suitability clearances. The childminder conducts suitable risk assessments for both the premises and for outings to help her minimise potential dangers. Documentation required to promote the safe and effective management of the setting is mostly in place and readily available. However, the childminder does not ensure medication records are maintained consistently and accurately. Therefore, it is difficult to confirm that parents' prior written consent and acknowledgement of medication administered has been agreed.

The childminder has a positive attitude towards equality and diversity, and she promotes an inclusive environment. Overall, space and resources are used suitably. These are easily accessible, enabling younger children to make independent choices about what toys and activities they want to play with. She has established positive relationships with parents and shares information about the children's care and routines through daily discussion. A sensitive settling-in process is provided for each child, which encourages their feelings of safety and security in the environment. The childminder currently has no children on roll with special educational needs and/or disabilities or English as an additional language. However, she demonstrates a positive attitude towards working closely with parents and other agencies to support children's individual needs.

The childminder has shown a commitment to improvement as she has completed all of the actions raised at the last inspection, improving the outcomes for children. She is keen to address strengths and weaknesses of her practice. However, systems to enable her to do this appropriately have not yet been effectively implemented. Consequently, she has been unable to identify clear priorities for further development.

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

Children are settled and confident with the childminder and their welfare, learning and development are satisfactorily promoted in the homely environment. The childminder provides consistent supervision, and as a result children play safely as they access an adequate selection of suitable play materials and resources. They have warm and friendly relationships with the childminder, are familiar with the routines and know the environment well. The childminder is beginning to complete

basic written observations and assessments for each child. However, procedures to match observations to the expectations of the early learning goals and for recording and planning for children's next steps in learning are not fully in place. Consequently, this has a potential impact on the progress children make.

Children's early communication is promoted because the childminder talks to them about everyday routines and what they are doing as they play. For example, as a young child makes 'tea' using the play food, the childminder talks about what he is doing and what he is going to prepare for her. An adequate range of books are readily accessible to children and they enjoy choosing their favourite stories and sharing them with the childminder. Through practical activities, children develop an awareness of counting and colours, for example, the childminder talks about the colour and size of the toy fish and encourages a child to count how many there are. Children generally behave well and the childminder ensures they are made aware of the simple house rules through clear and consistent messages. Children receive lots of praise and encouragement and their achievements are celebrated by the childminder. This means that they feel safe, secure and relaxed in her care.

Children are physically active as they walk to and from school and they enjoy regular access to the garden for outdoor play. They learn how to keep themselves safe through practising how to cross the road safely on outings. Children's health is appropriately promoted as they begin to understand the importance of keeping themselves clean, for example, washing their hands before they eat or after visiting the toilet. The childminder works with parents in order to ascertain children's individual dietary needs, and together agree arrangements for providing meals and snacks. She talks to the children about healthy eating and provides practical activities to promote their awareness, such as shopping for fruit and vegetables.

## 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	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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