

Inspection report for early years provision

Unique reference number	258207
Inspection date	09/06/2009
Inspector	Hayley Lapworth
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1995. She lives in Leicester with her husband and three children, aged four and twins aged 11 years. The whole of the ground floor of the childminder's house and the first floor bathroom is used for childminding. There is a fully enclosed garden for outside play. There are steps leading to the front door and stairs leading to the first floor.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight at any one time. Two of these can be within the early years age group. There are currently five children on roll, two of whom are in the early year's age group; both attend on a part-time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a suitably clean and welcoming environment. She has some understanding of the Early Years Foundation Stage (EYFS) and she sufficiently promotes children's welfare and learning in some areas. As a result children are making satisfactory progress. She is beginning to implement systems for planning, observation and assessment to support their learning. The childminder suitably promotes inclusion and has a good understanding of the setting's strengths and weaknesses in order to improve practice. Children's safety is being considered in some areas and most required documentation is in place and up-to-date.

What steps need to be taken to improve provision further?

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

- develop the links between observation and assessment in order to clearly identify children's next steps in their learning
- make sure the complaints policy is updated in line with EYFS statutory framework

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

- take necessary steps to safeguard and promote the welfare of children by including in the risk assessments anything the children may come into contact with (safeguarding and promoting children's welfare)

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The leadership and management of the early years provision

The childminder's knowledge and understanding of safeguarding procedures ensures that children are appropriately protected. She is clear of Local Safeguarding Children Board procedures and has a sufficient knowledge of the complaints procedure to ensure that concerns are dealt with satisfactorily. However, not all documentation has been updated to reflect the EYFS statutory framework. Consequently this means parents are not always effectively informed of current procedures. Some risk assessments have been devised, however, these do not effectively include all potential hazards. As a result children's safety may be compromised.

The childminder is friendly and welcomes visitors, children and their parents into her home. She encourages settling-in procedures at the onset of care. This enables children to settle and feel secure in their surroundings.

Children are making satisfactory progress towards their early learning goals. Systems for observing and assessing children's learning are beginning to be developed. However, at present the links between these are not fully secure or are children's next steps in their learning always identified. This means children are not making as much progress as they could.

The childminder shows commitment towards inclusive practice and toys and equipment are age and stage appropriate. Activities are adapted to ensure all children can take part. Children with learning difficulties and/or disabilities, and who speak English as an additional language are appropriately supported. The childminder has a secure understanding of the need to reflect on her service, and has identified many of her strengths and weaknesses in order to make future improvements. For example, she recognises she needs to develop systems of planning, observation and assessment to help the children reach their potential.

The childminder takes up some training offered by the local authority which generally supports her in keeping her child care skills up-to-date, for example, first aid. Also she has a Level 2 National Vocational Qualification and is working towards her Level 3.

The quality and standards of the early years provision

The childminder provides children with a suitable range of activities and experiences to ensure that they have fun and are engaged in play. Space and resources are suitably organised. This enables children to have free access to toys and play materials. As a result they initiate some of their own games and are developing independence in their play. Activities are varied both indoors and outside and the children regularly access fresh air. Physical skills are practised through trips and events in the local community. For example, children participated in an 'activity and movement programme' at a nearby children's centre.

The childminder knows all the children well and offers them lots of praise and

encouragement. She is aware of the children who are less confident and supervises their play to ensure they have equal access to all the resources. She knows the type of play individuals particularly enjoy and is mindful of this in her planning, whilst making sure they have experiences across the six areas. Resources reflect diversity in a positive way, for example, children access books and multi-cultural dolls. Consequently, children are enhancing their knowledge of the world around them.

Early communication, language and literacy skills are enhanced by the childminders involvement with the young children. This is best demonstrated by the way she talks to them during their play and reminds them of their recent experiences. For example, they share a conversation about the time they made a 'snow-doggy' in the snow. She reads children books that they choose and encourages them to be involved in story-telling. She asks them questions that make them think, for example, 'where are the birds' and 'where do they live' as well as encouraging them to count them. Very young children were observed learning lots of new language through the story of 'We're Going on a Bear Hunt', for example, words like 'footprints' and 'massive' which they try to repeat.

Children are learning how to keep themselves safe, for example, they are involved in practising the fire drill and the childminder reminds them about safety within her home. For example, to walk slowly when coming down the stairs.

Children are beginning to learn about healthy eating and are encouraged to make appropriate food choices. They are offered generally healthy lunches and snacks and they can access their own drinking beakers at all times. This helps them to meet their own bodies needs when they are thirsty.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (suitability and safety of premises and equipment).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take necessary steps to safeguard and promote the welfare of children by including in the risk assessments anything the children may come into contact with (safeguarding and promoting children's welfare)

26/06/2009