

Inspection report for early years provision

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Inspection date	03/11/2011
Inspector	Janice Hughes
Type of setting	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 2003. She lives with her adult daughter in Braunstone in the city of Leicester. The lounge and kitchen and the first floor bathroom of the childminder's house is used for childminding purposes. There is an enclosed garden available for outside play. The family have a cat.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years and currently minds two children in the early years age range.

The childminder holds an early years level 3 childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are met sufficiently well. Overall, children make satisfactory progress in most areas of their learning and development and the childminder observes the children's interests. She does not identify children's next steps or provide a balance of adult-led and child-orientated activities. She provides an inclusive welcoming home environment in which children feel safe and secure. She has also built up a very good two-way partnership with parents and made contact with other settings to ensure continued support for all children. The childminder has started to monitor her practice; she does not have formal systems in place to self-evaluate and inform future improvement to support the outcomes for children.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs; use these to plan experiences which are appropriate to children's development as they progress towards the early learning goals
- plan a balance of adult-led and child-orientated activities delivered through indoor and outdoor play
- develop further evaluation systems to effectively target priorities for improvement.

The effectiveness of leadership and management of the early years provision

Children are protected appropriately because the childminder has a sound knowledge of safeguarding procedures. She is clear with regard to the action she must take if she was to have concerns about a child in her care. She has a reasonable understanding of the Local Safeguarding Children Board's procedures and has a suitable awareness of the signs and symptoms of child abuse. Adequate safety equipment is fitted around the home and appropriate steps are taken to reduce the risk of cross infection. The childminder carries out safety checks of her home to ensure children's safety and conducts risk assessments. This is to identify and minimise any hazards within the home and ensure children's safety when on outings. Documentation is appropriate and adequately organised. For example, the childminder maintains records for accidents, medication and each child's daily attendance. Children's records are clear, up-to-date, easily accessible and stored securely to ensure confidentiality is maintained.

The childminder has not familiarised herself with the Early Years Foundation Stage Framework and this means she is not fully aware of the welfare and learning and development requirements. She organises her routine to ensure all children receive sufficient attention to support their individual needs. The environment is welcoming and organised, with the lounge being where the children mostly play. There is a range of toys and resources that children can access. These are safe for children to use and there is space for them to play comfortably and enjoy their day. She provides a service that is inclusive for all children and their families to ensure children get the support they need to make satisfactory progress. The childminder has several years experience of working in the profession and has recently started to develop a system to monitor and evaluate the provision. However, has not used this to target and prioritise areas for improvement and so it is not fully effective.

Good relationships are established with parents and children. Relevant documentation is completed which includes the required details. The childminder has developed detailed written policies relating to her service, which she shares with parents keeping them informed of her responsibilities. The childminder communicates verbally with parents on a daily basis and they are able to see their child's learning journey records. This ensures parents are fully aware of the care provided and the activities their children have encountered during the time spent with the childminder. Letters seen at the inspection include very positive feedback from parents, with comments describing the childminder as 'flexible' and 'caring'. The childminder takes and collects children from school and nursery and ensures that relevant information is relayed back to parents. She liaises with other childcare professionals to help develop her knowledge and understanding of childcare. The childminder understands the benefits of developing partnerships with other providers involved in children's care, when the need arises, to promote continuity.

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

Children are happy and settled in the childminder's care, and feel valued and included. Children are able to initiate their own play and learning and there are a range of interesting toys to occupy them. The childminder draws out children's learning by talking to them about what they are doing and encouraging them to solve problems for themselves, such as operating the toy digger. The childminder plans suitable experiences and includes outings in the local community, indoor and outdoor play and everyday experiences. As a result children enjoy painting, sticking, cooking and shopping trips. Through such activities children learn to express their creativity and appreciate the changing seasons. However, there is a lack of adult-led activities to provide a rounded approach to the purposeful play the child minder provides. The childminder has observed the children and knows their welfare requirements and interests well. For example, she always has the children's favourite toys out ready for them when they arrive at her home. However, she does not use these observations to identify children's next steps for learning or match them to the expectations of the early learning goals. This means that the children are not reaching their full learning potential. Consequently, they make satisfactory progress towards the early learning goals.

The childminder understands the importance of recognising and praising children's achievements to help develop good levels of self-esteem. They play well together and learn to share toys and cooperate with others. They behave well because there are clear boundaries for their behaviour. The childminder helps the children to understand the reason for simple house rules. Children are encouraged to be independent, as they help themselves to toys. They are developing a sound understanding of how to deal with their own personal needs. They benefit from the childminder's support for healthy eating and have the opportunity to choose fruit for snack. Children have opportunities to be active, playing on small equipment in the garden, such as sit-and-ride toys and they also use the local park to explore larger physical equipment.

A strong relationship with the childminder enables the children to freely share their experiences, for example, they talk about what they have done at home. The childminder supports children to recognise and value their own differences and provides opportunities for children to learn about the wider world through resources and activities. She understands how to involve herself in their play to support and promote their development. She interacts positively, joining in and talking with them to extend their fun and concentration. There are books, jigsaws and games that depict the different cultures and lifestyles in other cultures, for example, children learn about Diwali and make candle holders. These resources and activities help children to understand the meaning of different cultures. Children are developing their awareness of how to be safe and healthy. They learn to clean their hands using anti-bacterial gel before snacks and cross roads safely as they walk to pre-school daily. While the children are colouring sheets about bonfire night the childminder uses this opportunity effectively to explain to children about the dangers of sparklers and fireworks.

Children's language is extended as they look at books and describe the different

pictures. They enjoy singing nursery rhymes and can recall their favourite ones from memory. Children are beginning to draw pictures and are given opportunities to practise writing their name. Daily activities and discussion are used to help promote problem solving and numeracy skills. For example, children learn to count as they use the abacus and recognise numbers on the chalk board. Children enjoy learning about letter sounds as they repeat the sounds on the colouring sheet appropriately. They use press button and remote control toys effectively to support their development and learning in information and communication technology; which promotes their skills for the future.

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	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

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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