

## Inspection report for early years provision

---

<b>Unique reference number</b>	226707
<b>Inspection date</b>	04/01/2012
<b>Inspector</b>	K. A. Bryan
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 was registered in 1988. She lives in Leicester City with her husband, a child aged 15 years and an adult child. Within the home children have access to the ground floor and also an enclosed garden. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She 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. At present she has one child on roll who is in the early years age range and she offers care to children aged over five years. The childminder supports children who speak English as an additional language. No children were present during the inspection.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder demonstrates, through discussion, that she understands children's individual needs and works closely with parents to ascertain these. Partnerships with others delivering the Early Years Foundation Stage to children are also sufficient to ensure that children receive consistent care. She talks about how children make generally good progress in their learning through the varied activities and resources she offers them. All required policies and procedures are in place and are shared with parents. The childminder is beginning to use self-evaluation appropriately to reflect on her service and identify improvements.

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

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

- ensure that arrangements are in place for observing and assessing young children in order to identify their achievements and the next steps in their learning and development and use this information to plan effectively across all areas of learning
- ensure that parents have regular opportunities to add to children's assessment records.

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

The childminder demonstrates a good understanding of how to safeguard children and she has attended training in this area. A policy is in place, which is shared with parents, and she discusses how she would recognise signs of abuse and who to report these to. Consequently, children are well protected. The childminder also ensures all adults at the home have been checked and children are never left with

people who have not been cleared.

The childminder talks about the range of measures she has in place to keep children safe and suitable risk assessments underpin these. She explains to children about hazards in the home and helps them to understand the consequences of their behaviour. For example, if they jump on furniture and fall off. On trips she explains to children about road safety and, consequently, they learn to be responsible for their own safety well. The home is organised appropriately to allow children to easily access a range of resources which support their play and learning.

A broad range of policies and procedures are shared with parents which includes a positive equality and diversity policy which demonstrates how all children are included. She also talks with them regularly about their children's progress, although systems are not in place which enable them to contribute to children's assessments. Suitable systems are also in place to work with others who deliver the Early Years Foundation Stage to children to ensure they receive consistent care.

The childminder describes how she has completed training and has also identified further training which has helped her to develop her service to children. Self-evaluation is used appropriately to monitor her practice and identify areas for improvement, such as providing more outdoor activities for children. Recommendations from the last inspection have been implemented and contribute to improving children's safety.

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

The childminder demonstrates, through discussion, that she has a sound understanding of the Early Years Foundation Stage and how to use this to plan activities for children. However, observations are not used to identify the next steps in children's learning or to ensure they progress equally across all areas of learning. Consequently, their progress may not be as effective as possible.

The childminder understand the need for children to have a balance to their day and she talks about how she plans a range of activities, such as painting, whilst also allowing lots of free time for them to make choices. This promotes their choice and independence appropriately.

The childminder explains how she promotes children's communication skills by talking to them and encouraging them to sing songs which also help them to develop their vocabulary. Singing also helps children learn the rhythm of language and sounds. Some trips into the community, to the shops and library, also provide opportunities for children to socialise and learn about their place in the world. The childminder also uses trips to help children practise counting and recognise colours, for example as they count cars. She describes how they develop a sound awareness of the wider world and how she has helped children from other cultures to settle. This is achieved as she has access to a range of languages and

acknowledges a range of festivals to help children respect each other's beliefs.

The childminder talks about how she promotes physical development by taking children to the park where they can enjoy using large equipment, such as swings and a climbing frame. She also has a range of resources in her garden which helps them to negotiate space and develop movement skills, such as balls and hula hoops.

The childminder describes how she promotes good health by encouraging routines, such as hand washing, and children use liquid soap and a clean, individual towel daily to maintain hygiene. At present parents provide all children's meals but snacks of fruit and drinks are always available. The childminder ensures water is easily accessible to children so they can meet their own needs appropriately. The childminder also talks to children about healthy options and how fruit and vegetables promote their well-being; this helps them to develop sound habits for the future.

The childminder explains how she manages behaviour to help children understand what is expected of them. She uses simple rules, such as tidying away toys and sharing, so they learn to work together. Children receive lots of praise and stickers so their self-esteem is well promoted and this helps them develop skills they can build upon.

## 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	2
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

<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	2
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](http://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
--	-----