

## Inspection report for early years provision

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<b>Unique reference number</b>	260310
<b>Inspection date</b>	11/11/2010
<b>Inspector</b>	Christine Armstrong

<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).

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 2002, she lives with her adult daughter and two children aged one and three years in the Braunstone area of Leicester City. The whole of the ground floor, which includes a lounge, dining room, conservatory and kitchen, is used for childminding purposes. There is a fully enclosed rear garden for children's outdoor play. There are local shops and schools within easy walking distance and the childminder collects children from local schools.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children aged under eight years at any one time and of these, one may be in the early years age group. There are currently two children on roll in the early years group who attend on a part time basis. There are three children aged over eight years who also attend on a part time basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a developing knowledge and understanding of the requirements of the Early Years Foundation Stage. She promotes children's care and learning needs satisfactorily, although she is not aware of all legal requirements which must be met. Information obtained from parents helps her to identify and address children's needs. However, systems to exchange information when children receive care and education in more than one setting is not as well developed. The childminder demonstrates some commitment towards monitoring her practice. She has some steps to update her practice and has begun to take tentative steps towards self-evaluation.

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

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

- put in place a procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare) 30/11/2010
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (also applies to the compulsory and voluntary parts of the Childcare Register Documentation) 30/11/2010
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular 30/11/2010

basis (Suitable premises, environment and equipment).

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

- develop knowledge and understanding of the six areas of learning to ensure that the educational programme provides a balance of opportunities, in and outdoors to support children's development across all of the areas of learning
- develop the opportunities for partnership working where children receive care and education in more than one setting
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve

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

Most welfare requirements are being met appropriately in order to promote children's health and safety. The childminder has a clear understanding of the possible signs of abuse and what to do if she was to have a concern about a child in her care. A safeguarding procedure has been drawn up and shared with parents. Household members are known to Ofsted and appropriate checks have been undertaken. A risk assessment is carried out and suitable safety precautions are put in place, for example, safety gates are fitted to stairs so that children can not access them without supervision. However, children's safety is not fully addressed because the risk assessment has not identified aspects of the environment that need to be checked on a regular basis. As a result, the upstairs toilet window is not always kept locked and aerosol cans are not always kept out of children's reach. In general most required records, policies and procedures are in place. However, children's best interests are not fully served because the childminder is not aware of the legal requirements relating to complaints to ensure any written complaint from a parent is dealt with appropriately. The childminder does not keep a daily record of children's attendance because she is not aware that this is a specific legal requirement.

The childminder is developing a suitable understanding of how to promote an inclusive service to all children and their families. She has experience of caring for children who have special educational needs and/or disabilities and is aware of the importance of working closely with parents to support such children. She has a kind, calm and caring approach to children which helps them to feel valued and respected. She develops positive relationships with parents which supports a two way exchange of information which supports continuity in children's care. However, children who attend other Early Years Foundation Stage provision do not fully benefit from continuity in their care and learning as the childminder has only just begun to establish links with the relevant nurseries to share information. There is a suitable range of resources both in and outdoors. However, they do not

include positive images of diversity in order to promote children's awareness of similarities and differences in themselves and others.

The childminder demonstrates a developing commitment to improving her service and outcomes for children. She has undertaken some training since the last inspection which has ensured her knowledge and understanding of child protection issues are up to date. She has met previous actions and recommendations which have improved outcomes for children's health and safety. She has also begun to take some tentative steps towards self-evaluation. However, self-evaluation systems are not yet systematic or rigorous to ensure the setting is meeting all legal requirements of the Early Years Foundation Stage. This hinders the childminder's ability to maintain continuous improvements.

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

Children benefit from the very positive relationships they develop with the childminder and other children in the setting. This supports their sense of belonging, security and well-being. Children have fun as they huddle up together on the settee and sing along to songs. They take turns and share resources and learn to respect their environment as they take a part in tidying away the toys. They are confident to move around the home and make their needs known to the childminder. They show growing independence as they manage their own toilet needs.

In general children are developing a growing awareness of healthy lifestyles. They eat nutritious meals and snacks provided by the childminder and they have additional opportunities to learn about different foods through gardening activities at the childminder's allotment. Children enjoy fresh air on a daily basis during the walk to school and nursery. However, opportunities for children to become active and play outdoors are limited. The childminder does not use her garden during the winter months and she only manages a weekly visit to the local park. Children develop some awareness of their personal safety because the childminder provides opportunities for them to practise the evacuation procedures.

Children take part in activities that support their development of skills for the future. They enjoy taking part in conversations with the childminder who shows good levels of interest in what they say. The childminder asks the children questions that encourage them to recall and express their feelings and thoughts. Children show high levels of interest and enjoyment in watching educational television programmes that encourage their interest in number, shape and sounds of letters. They develop their understanding of simple technology as they play with electronic toys including children's lap top computers. Children confidently follow their own interest and initiate their own imaginative play with the range of resources that have been set out for them. However, some resources, for example, books, jigsaws and mark-making resources are not always set out to encourage children to develop their interest and skills in all areas of learning.

The childminder has begun to take tentative steps to observe and assess children's progress to identify their next steps in learning. However, the childminder is not fully familiar with the six areas of learning and her knowledge and understanding of the observational assessments process is rather limited. Therefore, children are not always supported to make as much progress as they can.

## 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:

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:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parents makes in writing or email (also applies to the voluntary part of the Childcare Register) (Procedures for dealing with complaints) 30/11/2010
- take action as specified in the early years section of the report (Documentation). 30/11/2010

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 action as specified in the early years section of the report (Documentation) 30/11/2010
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 30/11/2010