

Inspection report for early years provision

Unique reference number	EY221990
Inspection date	04/02/2009
Inspector	Patricia King
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2001. She lives with her husband and three children aged nearly two, five and eight years in the village of Birstall which is situated close to the city boundary, north of Leicester. All of the ground floor and the first floor, except for the main bedroom, are used and there is a fully enclosed garden for outside play. Access to the premises is via a small step into the hall. The family pets are a dog and a rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group. She also offers care to children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children are happy and settled in the childminders care because she takes care to establish understanding of their individual needs. She works closely with parents and any other providers or agencies working with children to promote continuity of care and development. Children have access to a varied range of activities which promote play and learning indoors and outside the home. However, this childminder does not have an effective understanding of the Early Years Foundation Stage which means that she is not prepared to deliver informed and planned learning opportunities to ensure that young children fully benefit from their time with her. She has not established an effective system to evaluate her practice and services.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan an educational programme which enables children to make progress towards the early learning goals (educational programmes) 04/03/2009
- ensure assessment arrangements are in place to ascertain children's achievements (assessment arrangements) 04/03/2009
- conduct a risk assessment to identify aspects of the environment and all outings that need to be checked on a regular basis and review it at least once a year (Suitable premises, environment and equipment also 04/03/2009

applies to both the compulsory and voluntary parts of the Childcare Register).

To improve the early years provision the registered person should:

- improve systems to ensure that information from parents includes details of what children can already do and inform planning for next steps
- develop systems to self-evaluate and monitor practice to bring about improvements to ensure the individual needs of all children are met.

The leadership and management of the early years provision

The childminder develops strong partnerships with parents and others involved in the children's lives, for example, the local playgroup and school which supports children's overall development. She is careful to establish individual care needs with parents, however, she does not have systems in place to use parents knowledge of their child's learning or provide them with information about their child's development and achievements in her care. A comprehensive and detailed range of written policies and most procedures are in place to promote children's health, safety and welfare and most necessary records are completed efficiently.

The childminder has organised her home effectively to provide a safe, welcoming environment to children and their families. However, she has not undertaken a thorough risk assessment of the premises and outings, which means that ongoing safety is not checked securely. Children are safeguarded effectively because the childminder has a thorough understanding of child protection procedures and knows what to do to report any concerns.

The childminder has not developed systems to evaluate her strengths and weaknesses and develop her services for children. This means that, although improvement has been made since the last inspection, she has not recognised weakness caused by not keeping up to date with regulatory changes.

The quality and standards of the early years provision

The childminder provides a warm, secure environment for children where they feel confident to express their own needs and develop a real sense of belonging. Toys and resources are stored within their easy reach to promote independence and children move freely around the areas of the home choosing a toy, activity or game to play with. They proudly display work they have done such as drawing, painting and collages which promotes their self-esteem.

Children's health and well-being are suitably promoted because the childminder helps children learn through daily routines. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. The childminder offers a range of healthy food, snacks and drinks, and children learn about the importance of a healthy diet as she talks to them about why this is good for them. Children are learning to keep safe

indoors and outside the home. For example, they practise the emergency escape procedures, road safety and stranger awareness and keep simple, sensible house rules agreed for their personal safety and well-being. Children behave well and are developing a clear understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other. For example, children of all ages enjoy the social exchange of board games and mealtimes. The childminder describes how they learn about their community and the natural world as they engage in quizzes, nature trails and trips to local places of interest and culture.

The childminder provides a broad range of interesting activities and demonstrates that she understands the needs of children of differing ages and stages of development and that they learn as they play. She is careful to ensure that all children are enabled to participate in activities, for example, by using additional support to promote communication. She spends time talking to them asking appropriate and challenging questions to stimulate their interest. Consequently, children are happy and settled in the childminder's care and have positive relationships with her and her family. However, because the childminder has not started to use the Early Years Foundation Stage purposeful activities are not planned, observations are not used to plot children's progress and there is no system in place to identify what children have learnt and need to learn next.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
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?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
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?	3
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).

04/03/2009

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 (Suitability and Safety of Premises and Equipment).

04/03/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.