

Inspection report for early years provision

Unique reference number	EY299481
Inspection date	11/11/2008
Inspector	Sally Elizabeth Lee
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 2004. She lives with her husband and two children aged nine and seven years in a house in Countesthorpe, Leicestershire. She uses the whole of the house for childminding except for the main bedroom and office. There is an enclosed rear garden for outdoor play and a ground floor toilet. The family has no pets. The childminder is registered to care for a maximum of four children and is currently caring for five children on a part-time basis. She holds an appropriate early years qualification. The childminder is registered on the Early Years, the Compulsory part of the Child Care and the Voluntary Child Care Registers.

Overall effectiveness of the early years provision

The childminder provides appropriately for children in the Early Years Foundation Stage (EYFS). She has experience of caring for children with learning difficulties and/or disabilities and is able to provide inclusive care with regard to each child's individual needs. She talks to parents everyday exchanging information and this enables her to build a sound partnership with parents and carers. She has, as yet, not developed systems to evaluate her own practice and identify strengths and areas for improvement and this effects the overall effectiveness of the provision.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan relevant and motivating experiences for each child
- develop knowledge and understanding of current safeguarding children procedures
- provide for parents details for contacting Ofsted and an explanation that they can make a complaint to Ofsted should they wish
- obtain from parents information about who has legal contact with and parental responsibility for each child
- conduct risk assessments which are reviewed regularly and keep a record of the risk assessments.

The leadership and management of the early years provision

The childminder has made satisfactory progress since the last inspection. She has addressed the recommendation made at the previous inspection that she should further develop effective organisation of resources to support children's learning with particular regard to encouraging children's independence. The resources are now organised to allow children independent access and this has improved the quality of the care, especially for older children.

The childminder shows some commitment to developing and improving her childminding service but she has not completed the self evaluation form and has not yet developed a sound knowledge and understanding of the Early Years Foundation Stage. She has an appropriate early years qualification but does not keep abreast of new initiatives in all areas. For example, the childminder's knowledge and understanding of current safeguarding children procedures and practice is limited and she does not have the appropriate documentation to develop her expertise in this area. This has the potential to put children at risk.

The childminder provides a warm and welcoming environment for children and their parents. She works closely with parents to ensure she provides consistency of care for children. For example, she works closely with a parent with regard to managing behaviour, copying a good practice guide that both the childminder and the parent can follow. Daily verbal feedback to parents keeps them informed of what their children have been doing during the day. However, as yet no formal links have been made with other providers delivering the EYFS for children who attend the setting to ensure progression and continuity of learning and care.

Most documentation is kept efficiently and includes the necessary information. However, information has not been obtained from parents about who has legal contact with and parental responsibility for each child. Furthermore, the childminder does not keep a record of complaints or of risk assessments. These weaknesses in the record keeping have the potential to put children at risk and to affect the partnership with parents.

The quality and standards of the early years provision

The childminder has a sound understanding of how children learn and she provides a wide range of good quality resources and play materials to support the activities she provides and this helps children to make progress. They enjoy their time at the setting and they relate well to each other and to the childminder and her family. They are confident and show pride in their achievements, for example, when they have completed a puzzle. They develop personal independence as they go to the toilet and put on their coats and shoes. They relate well to visitors and are sociable and confident. They learn to take turns and to share in their daily play activities. The childminder develops their early language skills and they enjoy listening to stories and joining in with known songs and rhymes. The accessible graphics area encourages their early mark making skills.

Children are learning about numbers and develop their counting skills as the childminder is skilful in incorporating this into daily activities, for example, by counting the stairs or their sandwiches or doing a craft activity around 'Goldilocks and the Three Bears'. Children learn about the wider world as they go on trips to the country park, garden centres, farm parks and the zoo. Imaginative play is encouraged as children role play with the dolls and the small world farm and even quite young children enjoy sticking and making collages as they sit in their high chairs.

Overall a sound range of activities is provided for the children and their care needs are well met. However, the childminder has not yet developed systems for observing and assessing children's individual progress and using this information to help them to take the next steps in their learning and development. This has the potential to limit their progress in all areas. Children are learning how to keep themselves safe by, for example, learning how to cross the road safely on the way to and from school. Although no record of risk assessments is kept, children are cared for in a generally safe and secure family home. Good hygiene practices are encouraged and children learn to wash their hands before eating and after using the toilet. They learn about healthy eating and talk about eating their five portions of fruit and vegetables a day.

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?	3
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?	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:	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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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.

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.