

Inspection report for early years provision

Unique reference number	EY415813
Inspection date	14/09/2011
Inspector	Jayne Rooke
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.

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 2010. She lives with her husband and two children aged 15 and 13 years in Worthington, Leicestershire. The whole of the ground floor and bathroom facilities on the first floor of the property are used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has a pet dog.

The childminder 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. There is currently one child on roll who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association. The childminder receives support from the local authority advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are provided with a suitable range of play and learning experiences which they enjoy. The childminder takes into account their individual needs and interests to inform her observations, linking children's progress to the Early Years Foundation Stage programme. She is developing useful contacts with other childminders and professionals to guide and inform her practice. She is developing secure relationships with children and their parents, helping them to feel welcome and comfortable in her home. She is beginning to consider areas for improvement and has sound knowledge of equal opportunities issues, leading to a supportive environment for all children. Most of the required equipment, resources and procedures are in place and generally work well in practice.

What steps need to be taken to improve provision further?

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

- provide appropriate fire detection and control equipment, such as a fire blanket (Suitable premises, environment and equipment).

28/09/2011

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

- update the record of risk assessment to include outings and trips
- improve the range of resources to support children's opportunities to develop positive attitudes to diversity
- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect because the childminder demonstrates suitable knowledge and understanding of safeguarding policies and procedures. She actively seeks out training to further develop her knowledge of this area of practice. She undertakes regular safety checks of her home, but has not yet acquired the necessary fire detection and control equipment, such as a fire blanket. This is a breach of the welfare requirements. However, she has taken steps to minimise any risks to children's safety as she does not use the cooker or coal fire when children are present. She keeps essential information about each child and all of the necessary signed consents are in place. This ensures that children receive safe and individualised care.

The childminder has a positive approach towards equality and diversity, welcoming children from different backgrounds and lifestyles into her home. She provides a suitable range of toys and equipment that link to children's interests, but few are currently available to support children's knowledge and understanding of diverse communities.

The childminder is keen to develop self-review systems and is beginning to consider priorities for improvement to support and extend her practice. She is making useful connections with other childminders and professional organisations to obtain and share best practice ideas. She takes account of children's and parents' views, thoughts and feelings to guide and inform her practice.

The childminder provides a suitable environment for children to plan and choose their own activities and projects. She is making adaptations to the rooms that children use to provide a cosy and comfortable place for them to play and rest. She is developing trusting relationships with parents and other carers so that appropriate information is shared to support children's care, learning and progress.

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

Useful observation and assessment information is currently being developed to identify children's abilities and next steps provision. The childminder takes time to talk to children about their current interests to guide and inform her planning. As a result, children express their thoughts, feelings and imagination in their play and learning activities. For example, they show interest and excitement in a range of printed dinosaur pictures, identifying each dinosaur by their correct name. They show sustained levels of interest in their imaginative play, inventing action games

with a dinosaur toy and construction model. The childminder skilfully introduces children to additional activities to support different areas of learning, encouraging them to complete dot-to-dot pictures in sequence from one number to another. She asks questions which help children to think and work things out for themselves, offering sensitive support to encourage children's successful achievements. She encourages children to count using small and larger numbers and to match similar numbers together to make number pairs. Children practise and develop new skills as they learn how to cut around the lines of their pictures with scissors, developing a sense of pride as their work is displayed on the wall. They can access the home computer, learning how to use the mouse and operate simple programmes. A variety of books and writing materials are readily accessible to children when they wish to develop their reading and writing skills.

Children make some choices and decisions for themselves, requesting to watch their favourite television programme when they wish to rest and relax. They are comfortable in the childminder's company, enjoying her positive interaction in their games and routines. Children are physically active as they walk to and from school and they enjoy free access to the garden for outdoor play. They learn how to keep themselves safe through practising how to cross the road safely on outings. They understand the importance of keeping themselves clean, for example, washing their hands before they eat meals and snacks. The childminder pays close attention to their individual dietary needs and preferences, encouraging them to eat healthy food. Children's self-esteem and confidence are raised because the childminder is a good role model for positive behaviour and demonstrates a caring attitude towards the children. She guides children towards educational activities to encourage their awareness of the wider world, helping them to consider how other people live. Consequently, children are polite and respectful to others.

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	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

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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