

Inspection report for early years provision

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Inspection date	23/09/2009
Inspector	Sheila Dawn Flounders
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 1992. She lives with her husband and two adult children in the Hillmorton area of Rugby, Warwickshire. The property is close to shops, parks, schools and public transport links. The whole ground floor of the house is used for childminding and is accessible. There is a fully enclosed garden for outside play.

The childminder is registered to care for six children under eight years at any one time, no more than three of whom may be in the early years age range when she works alone; this is increased to four when an assistant is present. She is currently minding five children in this age group at various times. The childminder is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends local parent and toddler groups on a regular basis. She has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has ensured that all requirements of the Early Years Foundation Stage (EYFS) are in place, supported through generally well maintained and up-to-date documentation. As a result it is clear to see that children are making good progress in their learning and development and that their welfare is well promoted. Positive partnerships with parents ensure that the childminder provides appropriate support for individual children and that all necessary information is exchanged. The childminder took action on the recommendation made at her last inspection and used the self-evaluation process to reflect on her current practise, identifying areas to develop, demonstrating her ongoing commitment to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that all areas of learning are accessed by individual children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the childminder's good understanding of issues that would cause her concern and what action she would take. Parents are informed of her policy and sign their consent for information about their child

to be shared if necessary, showing their understanding of her duty to protect their child. She ensures the suitability of adults who spend time with the children in activities locally, including her assistant, and uses risk assessments effectively to identify potential hazards in her premises and on outings. The childminder maintains all necessary daily records well and has many written policies and procedures to share with parents during initial visits. All children are encouraged to attend for settling in sessions, giving the childminder opportunities to get to know them and discuss their routines with parents before they attend alone. Parents particularly value the daily discussion that takes place and recorded information for them to refer to, which helps maintain routines with young children. They are well informed about the activities children engage in and their progress, and appreciate the samples of work taken home. The childminder has established relationship with other settings some of the children attend, acting as a liaison for parents, and is also willing to share her assessment information with them.

The childminder has a positive attitude to equality and diversity, welcomes everyone to the setting, ensures that children access resources which provide positive images and includes activities in connection with relevant festivals throughout the year. Children mainly use one room for play, allowing them to easily access resources and for the childminder to maintain constant supervision when caring for a diverse age range. Opportunities for more individual attention for older children arise after the babies have gone home, or when they sleep. Resources within the local community are used most days to provide children with broader experiences which also develop their confidence, such as visits to various parks, the library, soft play, or groups where they do lots of creative activities. The childminder continues to attend relevant training to update her own knowledge and skills and has used the self-evaluation process to monitor her provision. She is able to demonstrate positive changes that have been made, for example, as a result of comments from parents.

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

Children access a wide range of resources, activities and experiences during their time with the childminder. Learning takes place in the premises, outdoor area and within the local community in a good balance of adult-initiated and child-led activities. For most of the time children freely access resources following their own interests to develop their play, although at times the childminder provides a more structured activity, such as to read books together, or links into their broad theme. She plans the week ahead to ensure appropriate resources are available, taking into account the children's ages, ability and pattern of attendance. During her interaction with the older children, for example, they discuss the contents of the books, make appropriate animal noises and count objects. Observations of the children, together with some information obtained from parents, form the basis of their assessment folders supported by photographs and examples of work. Although the planning shows that activities are provided which cover all areas of learning there are no systems to track if individual children have done so.

Those children who have attended the setting for a while obviously enjoy their

time with the childminder, feel very comfortable about approaching her to support their needs or are confident enough within the environment to access things independently. They are encouraged to become aware of risks during activities, for example, they all sit down to eat and reminders are given outside about how to come down the slide safely. Babies have opportunities to develop their emergent physical skills within a safe environment. Parents currently provide most children's meals and healthy snacks which the childminder takes care to give in accordance with parental wishes. She is currently adjusting the balance between meeting the learning needs of the older children with the more imminent care needs of the babies who are new to the setting and still settling in. She ensures that routines for sleeps, feeding and nappy changing are adhered to and is stringent about her own and the children's personal hygiene. Children generally behaviour well, with the childminder careful to explain to the older children that the babies do not always understand their actions and they are developing positive relationships with each other.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met