

Inspection report for early years provision

Unique reference number	201464
Inspection date	10/06/2009
Inspector	Paula Hunt
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 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 registered in 1997 and she lives with her husband, two adult children and 13-year-old child in the Cubbington area of Leamington Spa. There is a primary school, pre-school and toddler group within walking distance. The whole of the ground floor, bathroom and bedroom on the first floor are used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends community groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers an inclusive service where children enjoy a good range of learning experiences and make good progress towards the early learning goals. She works closely in partnership with parents and carers, which helps to promote an integrated approach to children's care and learning. The childminder is aware of her strengths and areas for improvement and she has the capacity to improve through attending training events to increase her knowledge and enhance learning outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to link observations of children's achievements to the expectations of the early learning goals to fully monitor and more accurately identify children's next steps for learning
- obtain written parental consent to transport children in a vehicle.

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

- maintain a record of those aspects of the risk assessments checked on a regular basis (Suitable premises, environment and equipment).

31/07/2009

The leadership and management of the early years provision

The childminder has a warm and caring relationship with the children in her care and has a positive attitude towards inclusion, giving appropriate support to individual children to enable them to access a range of activities and experiences so that they make good progress in their learning and development. Children's safety is paramount as the childminder ensures the premises are kept secure and all toys and resources are clean and well-maintained. The childminder has conducted visual risk assessments of the premises and outings undertaken, identifying potential risks and what action is required to minimise these. However, she has not maintained a record of the particular aspects or when and by whom they have been checked or any action taken as required. The majority of records, policies and procedures are in place including, well documented medication and accident records. However, written permission from parents for the transportation of children in a vehicle has not been obtained, compromising their safety and welfare.

Children are safeguarded because the childminder has comprehensive procedures in place. She ensures that household members are vetted to ensure their suitability and has a sound understanding of child protection issues and knows what to do if she has any concerns. The childminder has formed very strong partnerships with parents which contributes to children's individual needs being met effectively. Daily feedback is provided to inform parents what the children have been doing and what they have enjoyed. Children's scrapbooks containing observations and photographs are also kept and shared with parents. Links with other settings, where children in the Early Years Foundation Stage attend are being developed to ensure continuity of care and help with monitoring the progress of children's learning. The childminder is committed to the ongoing improvement of her provision and has attended some appropriate training courses since her previous inspection, for example, 'Early Years Foundation Stage Awareness'. She reflects on her practice seeking parent's views and using a system of self-evaluation to highlight areas for further development. This has led to the introduction of more challenging activities for the older children.

The quality and standards of the early years provision

Children are happy and content in the care of the childminder, they are confident and move around the space in the home with ease. Most resources are easily accessible to the children and the childminder has organised her home well to provide space for the children to play indoors and outdoors. Children take part in a variety of activities which promote their learning in all areas. For instance, they explore mark making as they draw and colour, learn about the letters of the alphabet as they begin to write and find out about numbers as they learn to count. The childminder talks to children during their play to encourage communication, she encourages children to develop their thinking by asking open ended questions and names the shapes and colours of the vehicles children play with on the floor. The childminder engages them as she talks to them, makes gestures and facial expressions to keep their attention and interest, expands their speech by

introducing new words, for example, when reading books to them. Children enjoy visits into the local community and attend the local toddler groups where they are able to socialise with other children and childminders. There is a good balance of child-initiated and adult-led activities and the childminder undertakes frequent written observations to help her identify the children's progress. Observations are recorded in a scrap book supported by photographs and the childminder uses her knowledge of child development, as well as referring back to the practice guidance to help ensure children are continually challenged. However, these observations have yet to be linked to the expectations of the early learning goals and do not clearly identify children's next steps for learning, to ensure they are making effective progress within all areas.

Children's welfare is effectively promoted. The childminder ensures children do not attend when they are poorly and has good measures in place to prevent the spread of infection. For example, young children's hands are cleaned with wipes and they are encouraged to do this for themselves before meals and snacks. Older children use liquid soap and are provided with individual towels. Parents provide the children with meals which are stored appropriately, although the childminder is happy to provide meals for children if parents wish. Although the childminder does not provide meals for children she has a positive attitude towards healthy eating, which she promotes with parents and she ensures that children are well-hydrated. The childminder ensures that there are regular opportunities to be outside in the fresh air through walks and play in the garden. Children are able to play on bikes and a scooter, and music and movement sessions help them to develop their physical skills and a healthy lifestyle. Children are supervised well and practise road safety on the journey to and from school. They understand road safety rules and know that they must not run when crossing the road and must always look for a safe place to cross. Regular fire drills are practised and the childminder talks to children about the dangers when visiting the park.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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