

Inspection report for early years provision

Unique reference number	201595
Inspection date	28/05/2009
Inspector	Teresa Marie Taylor
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 has been registered since 1992. She lives with her family in a residential area of Rugby. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time when minding alone and eight when childminding with an assistant. She is currently caring for a total of 18 children of whom seven are in the early years age group. Children are cared for on a full-time and a part-time basis. Children over eight years also attend. The childminder is registered on the Early Years Register and also the compulsory part of the Childcare Register. The childminder does not drive. Children can be walked to and from local pre-school groups and schools. The family has five dogs.

The childminder holds a Quality First certificate.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has a little knowledge and understanding of the of the Early Years Foundation Stage (EYFS) but appropriate use is made of observations and discussions with parents to check on children's progress. The childminder's provision is inclusive and children's individual needs are identified, regularly discussed with parents and agreements made to meet the next steps for their care and education. There are appropriate partnerships with parents and they are provided with information regarding the provision. Most of the required documentation is in place. The childminder has the capacity for continuous improvement but does not yet uses self-evaluation as a tool to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- extend knowledge and understanding of the EYFS and ensure that there is a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play
- ensure smoke detectors are maintained in working order
- ensure appropriate steps are taken to prevent the spread of infection, specifically regarding hand washing
- ensure that the policies and procedures documents contain accurate information including Ofsted's contact details.

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

- update the record of risk assessments to include any assessment of the risks for outings and trips

18/06/2009

(Safeguarding and welfare).

The leadership and management of the early years provision

The childminder understands how to meet the welfare and most of the education requirements of the children for whom she cares. Children are not exposed to unsuitable adults and are further protected as the childminder has a sound understanding of safeguarding issues and has recently completed safeguarding training. She has a commitment to ongoing training and professional development and uses the knowledge gained to improve the opportunities she offers to minded children. The childminder is consistent in her approach to the children and has daily discussions with parents regarding children's progress. The childminder has developed links with the play- group and primary school that the children attend and, with parental consent regularly discusses children's progress and development.

There are some policies and procedures in place such as; child protection information, behaviour management, risk assessment checks and complaints procedures. However, several policies are out of date and contain inaccurate information. The childminder shares her portfolio of documentation and information with all parents and encourages their continuous involvement in their children's learning. Any suggestions from parents are taken on board and managed appropriately.

There is the capacity for continuous improvement as shown by the childminder recognising that she needs to improve her understanding of the Early Years Foundation Stage, (EYFS), and identification and management of areas for improvement as shown by the completion of previous recommendations. Inclusion and equality issues are well managed and children are helped to develop their understanding through regular discussions and access to good resources on the similarities and differences in everyone. Children and parents are treated with respect and all aspects of individual care are taken on board and managed appropriately. Children's starting points are discussed with parents and their progress and development discussed daily. The childminder has started to keep observation records and an activity scrap book that show children are progressing well.

The quality and standards of the early years provision

Children are happy and confident in the childminder's home and there are good relationships between the children and the childminder. The storage of resources enables children to self-select from the range of age-appropriate toys and equipment. The use of written and picture labels ensures that children who can not read are able to identify the contents of each box and they are beginning to associate the words with the pictures. Children are encouraged to investigate and explore and to make their own decisions about play activities. Information regarding children's activities, achievements and progress are communicated with

parents on a daily basis. They are asked to comment on how they feel their children are progressing and to be actively involved in their children's learning and development.

There are some adult-led activities but mostly children choose their own activities and the childminder supports their choice and provides open ended questions to prompt children's thinking and learning. She recognises gaps in development or learning and provides activities to meet individual needs. For example, children are encouraged to learn about where their food comes from by observing plants growing and visiting the family allotment to collect fruit and vegetables. Children regularly use the local nature trail where they hunt for mini bugs, search for snails and observe the changes in the seasons. They are learning about equal opportunities, including disability, through activities and discussions and they have a good range of resources to support visual understanding.

Children are encouraged to develop the habits and behaviours appropriate to good learners such as sharing equipment, taking turns and listening to others. Children are helped to develop their social skills through discussions and recognition of the needs of others. They are beginning to learn how to problem solve for themselves as the childminder asks open ended questions such as 'try turning that piece around and see if it fits in', when doing a jigsaw. The childminder is very consistent in her approach to the children giving them clear messages about how to behave and her expectations of them.

The childminder understands how children learn through play and uses their interests to extend their learning and development. For example, a planned activity during the holidays included 'Pets'. Children drew pictures, discussed their pets and what they needed to be healthy and happy. They then went into town and checked out the cost and variety of the equipment needed. Colour, comparison and numbers are discussed in all activities. The childminder continues to undertake training to extend the opportunities she offers to children. Children enjoy a suitable range of play opportunities and experiences and the childminder is actively involved in their play.

Parents provide all meals and the childminder provides snacks. The childminder has a good understanding of healthy eating. She encourages children's understanding by discussions on healthy foods and encouraging children to eat their main meal before filling up on crisps or sugary foods. She ensures children are provided with a healthy and nutritious range of snacks, which include fresh fruit and vegetables. Children have free access to drinks at all times and independence at meal times and in personal hygiene are encouraged. The childminder is pro-active in ensuring children's health and safety and regularly discusses safety in the home, discusses and practises fire drills and teaches children about keeping safe when in the garden and on outings. However, one of the smoke alarms is not in working order and children share a towel which increases the possibility of cross infection.

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

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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