

Inspection report for early years provision

Unique reference number	201610
Inspection date	10/06/2009
Inspector	Sheila Dawn Flounders
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 was registered in 1994. She lives with her husband and three teenage children in a village on the outskirts of Warwick. The property is close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, with a bedroom on the first floor used for sleeping. There is a secure 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 five children under five years at various times. 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 collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the provision is good. The children and childminder obviously enjoy their time together, and access a wide range of activities and experiences, which enable all the children to make good progress in their learning and development. The setting is welcoming and accessible to all. Strong partnerships are formed with parents to ensure the childminder obtains all necessary information to allow her to care for each child's individual needs. The childminder is very familiar with the welfare requirements of the Early Years Foundation Stage (EYFS) and as a result all of these are in place. She has begun to reflect on her practise, considering areas for further development and demonstrates a strong capacity for future improvement.

What steps need to be taken to improve provision further?

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

- develop children's assessment records to take account of information gained from parents and elsewhere.

The leadership and management of the early years provision

The childminder is well-organised and has all necessary records, policies and procedures in place. She is able to demonstrate changes that were made to reflect the EYFS and uses technology effectively to keep her records updated. Providing high quality care and education for the children is her priority. She ensures they are constantly supervised, uses risk assessment to identify and minimise potential hazards and as a result maintains a suitable, secure environment. Necessary safety measures, such as a fixed fire guard, are in place and children take part in

activities connected to the county 'Green Bears' initiative to develop their understanding of road safety. The childminder has increased her own knowledge and understanding of safeguarding procedures since her last inspection and ensures these are shared with parents. Children are protected because she is aware of the signs and symptoms of abuse and is confident about what action to take if she ever has any concerns.

A portfolio of information, including policies and enrolment documentation, is shared with new parents to give them examples of the types of activities children engage in as well as measures the childminder takes to ensure their well-being. All children have a settling in period, during which time more detail is gained about the child and their routines, with information about their day given to parents in diaries for the younger children or verbally for those older. Positive, ongoing relationships ensure that everyone is kept updated as the children grow and develop, although information parents provide about significant developments is not currently added into children's records. With parental consent the childminder liaises with other settings some of the children attend and with other agencies which enhances the support provided for individual children. The childminder regularly asks parents and children for their views of the provision, with positive feedback received. Some of this information links into the childminder's ongoing self evaluation, which is partially completed, helping the childminder to integrate suggestions into her plans for future improvement. She is able to demonstrate how action taken following her last inspection has improved outcomes for children.

The quality and standards of the early years provision

Children learn and develop in an accessible learning environment where they are encouraged to be increasingly independent and select resources according to their current interests. They engage in activities which capture their attention, for example, during role play the older children ask what people want to eat, then 'write' shopping lists and pretend to buy the items. They return with plates of food and explain why some of the items requested are not there. The younger children join in for some of the time, although they then choose to watch, and join in with, a baby signing dvd instead developing skills they are learning at home. All of the children enjoy reading books together, delighting at demonstrating what noises animals in the story make. They display curiosity, for example, they are keen to know how the binoculars work. The childminder supports children's learning effectively through her questioning and discussion and also by providing adult initiated activities at times to develop themes that she knows will interest them. Regular observations enable the childminder to identify what steps children need to take next and link these into her future plans, with learning journeys providing age-appropriate evidence of their overall good progress.

Children's welfare is well promoted. The childminder ensures children are protected from cross infection through her sickness policy, cleaning routines, robust nappy changing procedures and developing their awareness of personal hygiene. Children bring packed lunches from home which the childminder supplements with healthy snacks and regular access to drinks, ensuring that these meet their dietary requirements. Children have good access to fresh air and physical play activities,

with a variety of equipment in the garden supplemented by use of the local park and sessions in soft play centres, particularly for the younger children. All of the children develop their understanding of keeping themselves safe, for example, they take part in fire drills. Many of the house rules reinforce safety messages, such as not to run inside or throw toys, with pictorial reminders displayed and discussion taking place if incidents occur. The childminder always explains to children what she wants them to do, and why, so that their understanding of desired behaviours develops. They receive appropriate praise and benefit from positive interaction and as a result their behaviour is very good.

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?	2
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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