

Inspection report for early years provision

Unique reference number	201629
Inspection date	11/03/2009
Inspector	Christine Holmes
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1997. She lives with her husband and two children, aged nine and 14 years, in Stockingford, Nuneaton. The house is within walking distance of shops, parks and schools. Childminding takes place in the playroom and children also have access to the downstairs toilet and wash basin. There is a fully enclosed garden available for outside play.

The childminder is registered to care for six children at any one time. She is registered by Ofsted on the Early Years Register and there are currently four children attending who are within the Early Years Foundation Stage. The childminder also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there is one child attending who is over five years.

The childminder is a member of the National Childminding Association (NCMA) and holds an NVQ Level 3 childcare qualification. She is an accredited childminder and part of the Warwickshire Children Come First childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress and enjoy their time in this fully inclusive setting that offers an excellent range of resources to support their learning. Children benefit from the warm, caring nature of the childminder, who recognises and supports their uniqueness. The childminder works in partnership with parents and other carers to support continuity of care and learning. She is developing an overall awareness of her strengths and areas for improvement and constantly strives to improve the 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 further systems to match observations to the expectations of the the early learning goals and include parents and other providers in this process.

The leadership and management of the early years provision

The childminder has a very strong understanding of good early years practice, which she effectively implements to promote better outcomes for children. She is very well organised, creating a stimulating, accessible, child-focussed environment in which all children are included. She is establishing effective systems to monitor and evaluate her service that include obtaining feedback from parents, children and other professionals that has resulted in clear actions that have improved children's knowledge and understanding of simple technology. The efficient management of policies, procedures and records supports children's welfare, learning and development. There are effective, comprehensive risk assessments

carried out on all aspects of the environment and for outings, which ensure children are cared for safely. The childminder has a strong knowledge and understanding of child protection and a clear understanding of her own responsibility, which ensures all children are safeguarded.

Children are supported individually to achieve well and have their welfare needs met successfully as the childminder works closely with parents and has effective links with other settings and agencies. Parents receive good quality information about the setting, activities provided and children's progress. Written statements from parents demonstrate the high regard they have for the care their children receive.

The quality and standards of the early years provision

Children benefit from the childminder's very strong understanding of the six areas of learning and how to support their learning in these areas. She has a very secure knowledge of what the children in her care can do, what they like to do and what they need to do to progress. She uses this knowledge very effectively to plan the next challenges to stretch each child's learning, play and exploration. Systems are in place to match this information against the expectations of the early learning goals but these are not yet fully effective and do not fully include information from parents and other carers in order to provide an accurate assessment of each child's progress.

Children are making good progress in their learning because they are provided with a stimulating continuous learning environment. The bright and spacious dedicated playroom provides easy access to the outdoor area; it is very well organised and extremely well resourced. Child size furniture and low-level storage fosters children's independence and ability to initiate their own play and follow their own interest. Pictorial and printed labels are used very effectively to further support child-choice and inclusion and also fosters children's awareness that print carries meaning. Displays of children's work and photographs of them at play and individual space for personal belonging contribute to promoting children's self-esteem and developing a sense of belonging.

Children become active learners who become occupied and engrossed in their play. They benefit greatly from the childminder's high quality interactions with them, for example, when playing with the playdough, children are eager to answer the childminder's questions about the changes that are taking place with the playdough and what they are making and why. They make good progress in developing skills for the future. They are developing skills and confidence in exploring simple electric toys that hold their attention whilst fostering a range of new vocabulary, sounds of letters, knowledge of the natural world, problem solving and reasoning skills. Children show a high level of interest in numbers, which is fostered by the childminder in the environment, during play and daily routines.

Children's health and safety is fully supported. Their individual dietary needs are met in partnership with parents. Daily routines support children's understanding of the importance of good hygiene and the importance of caring for their own

environment. Children's interest and awareness of staying safe is fostered through activities that include visiting the local fire station to meet fire fighters and learn about how they help us.

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?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.