

Inspection report for early years provision

Unique reference number	201674
Inspection date	08/06/2009
Inspector	Hazel Christine White
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 1992. She lives with her husband and two adult children in the village of Wellesbourne in Warwickshire. There are shops and schools within walking distance. The premises are easily accessible. The whole of the ground floor and the bathroom and main bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently five children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. There are currently no children attending in this age range. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a welcoming and inclusive environment, where they are protected through suitable everyday procedures and practices. Children have access to a broad range of resources and enjoy a variety of experiences, which meet their needs and help them to make good progress in all areas of learning and development. The childminder observes and assesses children in her care and exchanges detailed information with their parents and carers, on a regular basis. All required documentation is in place, although attendance records require attention to ensure that the Early Years Foundation Stage requirements are fully met. The childminder demonstrates a secure capacity for improvement and evaluates her practice in order to enhance the service provided.

What steps need to be taken to improve provision further?

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

- ensure that the first aid box has appropriate contents to meet the needs of the children.

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

- keep a daily record of the hours children attend
(Documentation, also applies to the compulsory part
of the Childcare Register)

09/06/2009

The leadership and management of the early years provision

The childminder understands her responsibilities with regard to her conditions of registration and has a good understanding of her role in child protection. She is aware of possible signs and symptoms of abuse and has the relevant guidance to follow should she need to raise a concern. An effective safeguarding children policy and procedure is in place and this is shared with parents. The childminder maintains and reviews written risk assessment records and carries out daily visual checks of her home and equipment.

Good partnerships exist with parents. Information is exchanged verbally and the childminder has devised a collection of well-written policies and procedures that she shares with parents when their children's care commences. Regular two-way communication between the childminder and parents ensures that children's needs are known and met and consistency of care assured. Texts are regularly sent to parents to keep them well informed about their child's day and to offer reassurance. The childminder is aware of forging links with other settings delivering the Early Years Foundation Stage and understands that this practice enables her to meet, extend and support their learning when they are in her care.

The childminder demonstrates a secure awareness of her strengths and weaknesses and is keen to improve her service. She has devised a system for evaluating her own practice to bring about continuous improvement. Recommendations raised at her last inspection have been appropriately addressed and results in improved outcomes for children. All documentation is in place, although attendance records are not always completed on a daily basis as required, which means children are not consistently accounted for.

The quality and standards of the early years provision

Children are happy and settled in a homely environment. The childminder adopts a calm and sensitive approach with the children and they happily go to her for comfort, reassurance and support. She demonstrates a secure knowledge of the children in her care and is well aware of their individual needs. Their personalities, preferences and interests are considered when planning activities and experiences. Children enjoy a balance of child-initiated and adult-led activities both indoors and outside and these experiences include imaginary play, craft activities and sharing books and stories. Everyday routines, such as mealtimes and rest follow the same pattern to provide children with security and consistency as they are familiar with what is going to happen next.

The childminder has detailed discussions with parents at the outset of care about what their children know, can do, and like and this helps her to assess children's individual starting points in their learning and development. She records observations of the children and assesses where children are at and their next steps. Consequently, they are appropriately challenged to reach their full potential. Written records provide a clear picture of children's progress and planning effectively takes into account children's differing needs, preferences and abilities.

For example, when organising a painting activity, younger children finger paint and older children use a brush to ensure that all ages are fully included.

Space and resources are suitably organised and children have access to a broad range of appropriate, safe and stimulating toys that include toys and books that promote positive attitudes towards diversity. They celebrate special days and events, for example, at Diwali time, children take part in henna painting and for Chinese New Year make cardboard dragons. Their knowledge of the local community is enhanced because they regularly visit the local pet shop, library, farm, post office and church, as well as walking in recreational areas. Children frequently attend parent/carers and toddler groups therefore socialising with others.

Books are readily available and children enjoy cuddling up to the childminder and listening to stories. They are helped to sound words and name pictures. Action songs provide them with great fun and children have their favourites such as, 'row, row, row the boat'. Number games and rhymes encourage children to count and they recognise various colours and shapes in their everyday surroundings. Babies play with colourful toys that are age appropriate and keep them interested. They learn to lift flaps and press buttons in order to make toys make sounds and play music.

Children's health is suitably promoted and appropriate hygiene procedures are in place to prevent the spread of infection. Children enjoy a good range of healthy meals and snacks which their parents provide. The childminder demonstrates that she can respond appropriately if a child becomes ill or has an accident. She has completed a relevant first aid course; however, the first aid box is insufficiently stocked to enable her to deal with a serious accident, which could impact on children's health and safety.

Children behave well because the childminder offers gentle reminders about her expectations and her behaviour management methods are positive and developmentally appropriate. She reminds them why rules to protect their health and safety are in place. For example, we all sit at the table to eat because of the risk of slipping on spillages and to always wash their hands after visiting the toilet and before meals to protect themselves from germs. Children also learn about road safety and the need to listen and be aware of their surroundings. The childminder inspires confidence and self-esteem through offering children lots of praise and encouragement for both achievement and effort.

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?	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept)

09/06/2009