

Inspection report for early years provision

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Inspection date	02/10/2009
Inspector	Rachel Wyatt
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1993, and works with an assistant. She lives with her husband and two adult children in Leamington Spa. There is a primary school, pre-school and toddler group within walking distance. The whole of the ground floor and one bedroom and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding nine children in this age group. She also offers care to children aged over five years to 15 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from a local pre-school and school. Children have opportunities to go on local walks, outings and regularly attend toddler activities. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well and enjoy learning in a safe, nurturing environment. They make good progress and thrive because the childminder knows each child well and has strong partnerships with parents. By focussing on each child as a unique individual, the childminder creates a positive, inclusive atmosphere and ensures they consistently have high quality care and early education. However, her ability to sustain continuous improvement overall is limited by some weaknesses in monitoring and analysis. As a result the childminder has not addressed some aspects of her provision that need improving such as safeguarding procedures, confidentiality in some record keeping, and her use of self-evaluation.

What steps need to be taken to improve provision further?

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

- improve knowledge of current Local Safeguarding Children Board guidance and procedures
- improve the organisation of the setting: develop the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- improve confidentiality in accident and incident record keeping
- improve the use of assessment to more clearly show how each child's learning priorities are followed up and their learning further extended.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded. The childminder and her assistant understand their roles to protect children from harm and have an adequate knowledge of signs and symptoms of abuse. However, the childminder does not have accurate information to guide her, for example, if she needs to make a referral or if an allegation of abuse is made against her, because her local safeguarding procedures are out of date. In other respects, children's welfare is protected because the childminder obtains all required information about them and their families, so she knows who may have legal access to each child, including who may collect them. Parents are reassured as details are available about the childminder's registration, suitability, training and experience, and of vetting arrangements for her assistant and members of her family.

The childminder shows a clear commitment to consistently improving the outcomes for children. She is passionate about promoting the uniqueness of each child, and very much takes account of their ideas and interests when organising resources and planning activities. Feedback from parents shows they very think highly of the childminder and the safe, happy and stimulating environment she provides. She also effectively monitors children's safety and their development, and recommendations from the last inspection have been broadly addressed, in particular to improve children's health and safety. However, the childminder's ability to fully drive improvement is affected by her lack of confidence in evaluating her effectiveness in meeting other specific Early Years Foundation Stage (EYFS) welfare requirements. She therefore does not have a fully accurate appraisal of what aspects need developing. This leads to missed opportunities to improve safeguarding procedures and to arrange first aid training for her assistant, so she has the relevant skills should the need arise in the future for her to be in sole charge of children.

The childminder and her assistant create a positive environment, warmly welcoming each child and their families. Good settling in arrangements reassure children and enable the childminder and parents to exchange information about each child, so she fully understands their care, health and learning needs, and their characteristics, preferences, and interests. These are all reflected in activities, experiences and routines so that each child thrives and progresses at their pace. Children with special educational needs and/or disabilities, and those who speak other languages have good support from the childminder who works effectively with parents and other agencies. Children of all ages and abilities can readily access activities and resources because the childminder's home is inviting and well organised, and she and her assistant confidently adapt their approaches, toys and equipment to ensure each child is included. Children who also attend other settings benefit from the childminder's successful contact with providers so they work together to ensure continuity of care and learning.

The quality and standards of the early years provision and outcomes for children

Children thrive and are happy and contented. They are well cared for in a welcoming, comfortable home. Children show a strong sense of belonging. They feel emotionally safe in the relaxed, family-orientated atmosphere as their needs and interests are valued, and their achievements and special events in their lives are fully celebrated. Children's health and safety are effectively promoted. The childminder ensures they receive prompt appropriate treatment if they are ill, need medication or have an accident, all in accordance with their parents' wishes. Clear record keeping helps to ensure parents are kept well informed about their children's well-being, although at times other children's names are included in accident and incident records, compromising confidentiality. Children show good awareness of aspects of a healthy lifestyle. They relish plenty of worthwhile physical play, confidently using different equipment, and regularly take part in walks and other outdoor activities. They become increasingly independent, for example, in seeing to their personal care and eating, often helping with food preparation and cooking. They know why hand washing is important and make healthy choices about what to eat and drink. Effective risk assessments and safety procedures ensure children are looked after in secure places that are free from hazards. Through discussions and activities, children develop a sound awareness of various safety issues, for instance often reminding each other about road safety 'rules', and they know how to manage tools and equipment correctly.

Children make good progress and enjoy learning. They are eager to take part in rewarding activities at the childminder's home and at other venues. Children's creative thinking and imagination are fostered by many opportunities to express their ideas through painting, craft and modelling work, and acting out roles. They benefit from the childminder's and assistant's sensitive involvement in their play and learning, as both adults reassure those who are new or less confident, and ably promote all children's ideas and skills. Children's learning and development is underpinned by the childminder's sound system of assessment based on regular discussions with parents and, in the main, consistent observations. Realistic learning priorities are identified for each child but it is not always clear how these are achieved or what action is taken to further extend that aspect of their learning.

Babies and children develop good skills for the future. They are confident and readily express their ideas and make choices. They are sociable and become articulate because the childminder and her assistant successfully promote children's conversations, descriptions and recall. Children love books, choosing their favourite stories, listening carefully and talking about the characters and plot. They are curious and enjoy exploring different materials and media, and finding out how things work, fit together, change and react. Children count confidently and accurately match numbers, shapes and colours. Babies and children behave well. In a relaxed, happy atmosphere they are encouraged to share, take turns and be kind and helpful. Through activities, discussions and using meaningful resources they learn respect for the wider community, and about caring for their environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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 provider confirms that the requirements of the voluntary 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:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (also applies to the voluntary part of the Childcare Register; Arrangements for Safeguarding Children) 30/10/2009
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register; Procedures for dealing with complaints). 30/10/2009

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

- take action as specified in the compulsory part of the Childcare Register (Arrangements for Safeguarding Children) 30/10/2009
- complete a qualification at a minimum of level 2 in an area of work relevant to childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training) 30/10/2009
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 30/10/2009