

Inspection report for early years provision

Unique reference number	EY216973
Inspection date	23/02/2009
Inspector	Justine Ellaway
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 was registered in 2002. She lives with her husband and three children aged eight, 10 and 14 years in Nuneaton. The whole ground floor, along with the first floor bathroom, of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs and two guinea pigs.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. There are currently sixteen children on roll, five of whom are within the early years age range. The childminder collects children from the local school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning and development due to the effective planning systems and organisation of the environment to meet each child's needs. Children's welfare is very effectively promoted, with all of the required documentation in place and most of the required permissions are sought. Positive relationships with parents and other settings promote consistency of care for the children who attend. The childminder is effective in evaluating practice and identifying areas for improvement to benefit the children who attend.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for children to take part in outings.

The leadership and management of the early years provision

The childminder is developing a clear understanding of the principles and guiding themes of the Early Years Foundation Stage (EYFS) and has made detailed notes on each area to ensure she is implementing it effectively for every child. She is a skilled practitioner who through detailed planning and assessment systems ensures that each child's individual learning is focused to ensure they are challenged and supported appropriately. Good organisation of the environment, means that children's needs are met and their independence and enjoyment effectively promoted.

Children's welfare is well-promoted through effective systems, practice and documentation. Arrangements for safeguarding children are robust. The childminder has a sound understanding of child protection issues and procedures which ensures all necessary steps are taken to protect children. All of the required

records are maintained to ensure children's good health is fully supported. Effective and detailed risk assessments are in place which ensures action is taken to manage or eliminate risks to children in order to keep them safe at all times. The childminder has obtained relevant permissions, apart from permission to take children on outings, to ensure parents are fully informed of all aspects of their child's care.

Parents receive useful and clear information at the time of placement. They are provided with detailed information about their child's care and learning and development on a regular basis. They contribute to children's development records which promotes consistency and means that they can extend children's learning at home. Partnerships in the wider context have been given suitable consideration. Information is shared with other settings that children attend and the childminder is pro-active in this. Systems for self-evaluation are in place and identify useful and realistic targets to address the areas for improvement identified.

The quality and standards of the early years provision

Children make good progress in their learning and development. They enjoy spending time at the childminder's home and make good friends with the other children who attend. They are encouraged to be independent and play together and make up their own games. Sensitive support is given to help children learn about right and wrong and to take turns and share. They chat to each other during play and thoroughly enjoy looking at books as well as listening to and making up their own stories.

The childminder has developed clear and useful planning and assessment documents for each child. Careful consideration is given to which planned and child initiated activities will support the identified next steps. Detailed information is recorded in the observations the childminder records on the progress children make. Children's interests are taken into account when planning activities and appropriate challenges are provided for each child.

Children enjoy using their imagination, for example, when sitting at the table eating their lunch they pretend the spoons are characters and have a discussion. They make different models from the play dough including insects and spend a long period of time perfecting their work. Children have regular opportunities to count, for example, counting the number of stairs in the childminder's home. As a result, they make good progress in developing their counting skills. They enjoy problem solving and do jigsaw puzzles.

Children develop their physical skills indoors and outdoors. They roll a ball to each other inside and play in the garden, as well as going on outings to local parks. They ably use tools and resources during play and meal times. Younger children enjoy banging on musical instruments and show good control as they strike the bars of a xylophone repeatedly. They learn about the impact exercise has on the body as they talk about their hearts beating faster. Children regularly practise the emergency escape route and were involved in devising the procedures to assist in their learning about safety. Children develop a knowledge and understanding of

the world as they talk about and feed the childminder's guinea pigs. They understand the routines to help them develop a sense of time.

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.