

Inspection report for early years provision

Unique reference number	EY227558
Inspection date	23/03/2009
Inspector	Claire Jenner
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 two children aged nine and six years close to Rugby town centre. The whole ground floor of the childminder's house is used for childminding and there is level access to the property. There is a fully enclosed rear garden for outside play. The childminder walks to local schools to take and collect children. She takes children to the local library and park. The family have pet gerbils.

The childminder is registered to care for five children at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. All of whom attend on a part-time basis. The provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a welcoming and safe environment for children and they are settled and happy in her care. She works closely with parents to enable her to meet children's individual needs and keeps them informed of any issues with regard to their children's care and learning. The childminder has attended some training and is committed to undertake more to further her skills and knowledge. She has successfully addressed recommendations from the previous inspection which has enhanced her service to children.

What steps need to be taken to improve provision further?

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

- extend systems to make observations and assessments and use these to identify learning priorities and plan relevant and motivating learning experiences for each child across all areas of learning
- develop further systems to self-evaluate and monitor practise to bring about improvements to ensure the individual needs of children are met.

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

- ensure parents are provided with relevant information regarding the procedure to follow in the event of a child not being collected at the appointed time.

23/04/2009

The leadership and management of the early years provision

Children's welfare, care and safety are suitably promoted because the childminder has taken positive steps to minimise potential risks and keep children safe. For example, risk assessments on the premises, resources and outings are carried out regularly and she takes appropriate action to eliminate or reduce potential hazards. The childminder has a sound knowledge of safeguarding children and is aware of the procedures to follow should she be concerned about a child in her care. A written policy is shared with parents and relevant records are appropriately maintained.

Partnerships with parents are positive. The childminder provides them with a range of useful information about her service including policies and procedures about complaints, behaviour management and safeguarding. However, this does not include the required information on the procedures to follow should a child not be collected at the appointed time. The childminder talks daily with parents and encourages them to share information about their child's routine, likes and interests. Each child within the early years age range is provided with a written diary which includes information on daily routines and the activities undertaken during the day. Scrap books with photographs and examples of art work provide additional information to parents about their child's learning.

The childminder is keen to make improvements and reflect upon her own strengths and weaknesses. However, systems to enable her self-evaluate her practice effectively are still in the very early stages and not yet consistently applied.

The quality and standards of the early years provision

Children have good access to a range of toys and equipment appropriate to their needs and interests. The childminder has organised the available space and time well so that children can participate in activities both inside and outside of the home. She understands about the developmental ages of the children and also responds to their individual abilities, so they feel valued and confident in the setting. She has begun to introduce systems to enable her to observe and assess children to enable her to ascertain what they have learnt and need to learn next. However, these are not yet fully effective or consistent to enable her to make clear plans for a broad range of relevant and motivating learning experiences for each child. As a result, opportunities for children to progress through the early learning goals across all areas of learning are not fully supported.

The childminder uses some adult-led activities such as art and craft topics to help children learn about different materials and how to use tools appropriately. She supports their language development as they look at books together or talk about the events of the morning over lunch. However, limited use of open ended questions means that older children's opportunities to extend their vocabulary is not fully supported. Children learn about the local and wider community as they enjoy frequent trips to the park and conservation areas and play a matching card game that reflects different cultures from around the world. The childminder

engages herself in the children's play. For example, with the toys cars and garage. However, she does not always use such opportunities to introduce new ideas to children, such as size, shape and colour. Consequently, opportunities to extend their learning are potentially missed. Children behave well and the childminder ensures they understand the simple house rules, such as sharing and being kind to one another. Older children are sensitive to the younger children and adapt their behaviour to ensure everyone feels comfortable. For example, when dressing up the older child removes his mask when a younger child becomes concerned. Children play well together and 'work as a team' when removing a large box of toys from a shelf. The childminder acknowledges their achievements and praises their positive behaviour. The childminder recognises children's individual needs and takes positive steps to ensure all children are fully involved in the setting. For example, using pictorial reminders of everyday routines and books that reflect children's home language. Consequently, all children feel confident and secure in her care.

Children's health is promoted well as the childminder ensures they follow good practice during everyday routines. Such as, hand washing before eating. Their health is further promoted through the provision of healthy meals and snacks and the childminder works well with parents to ensure that all individual dietary needs are met. The childminder has a current first aid certificate which means that children can be appropriately cared for in an emergency and a sick children's policy supports her practice detailing how the risk of cross infection will be minimised and action to be taken should a child become ill. Children learn about keeping themselves safe within the home and on outings. For example, learning about road safety when out walking and crossing roads and by regularly practising fire safety evacuations.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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.