

Inspection report for early years provision

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Inspection date	28/06/2010
Inspector	Lisa Parkes
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her partner and three children aged 15 years, 12 years and six months in the Exhall area of Bedworth. The property is within walking distance of local shops and amenities. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog and fish.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently caring for seven children, of whom four are in the early years age group. All children attend on a part-time basis.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make significant progress in their learning and development. The childminder offers a fully inclusive, warm and welcoming service, supporting all children's active participation in activities which fully meet their individual interests and developmental needs. Children are confident, independent and enjoy their time at the provision. The childminder is experienced, motivated and enthusiastic. She embraces the process of self-evaluation and is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- open up opportunities for children to experiment with writing for different purposes in their role play activities.

The effectiveness of leadership and management of the early years provision

The childminder has an accurate, up-to-date understanding of safeguarding children issues and knows what action to take in the event of a safeguarding issue. In addition, she takes effective steps to eliminate risks, for example, risk assessments are routinely conducted and recorded. The childminder helps children to keep themselves safe by using outings as a valuable opportunity to learn about road safety and by introducing stranger danger. Children respond very well to the daily routine and demonstrate an excellent understanding of how to stay safe. High quality interaction and extremely well-organised routines help children to become secure, confident and settled within the setting.

The childminder is motivated to seek further improvement and is committed to updating her professional knowledge through regular training. As a result, outcomes in relation to children's achievement and well-being are high. The childminder skilfully considers the strengths and weaknesses of her provision and is confident about what she needs to do to improve further. She demonstrates a strong commitment to offering high quality childcare. The environment is stimulating, safe and very well cared for and the atmosphere is warm, welcoming and inclusive. Resources are good quality, fit for purpose and able to support children's learning and development.

The childminder actively promotes equality and diversity and provides a secure environment which reflects children's backgrounds. The childminder is effective in ensuring that all children are fully integrated. As a result, children are confident, showing good levels of self-esteem and display lovely, affectionate relationships. Partnerships are well-established and the childminder communicates with other providers and partners involved with the children who attend. For example, by maintaining dialogue with practitioners at local schools and playgroups and with other childminders. This successfully supports children's achievements and well-being.

The childminder forms strong relationships with children's parents. There is a regular exchange of information and the childminder keeps parents up-to-date about aspects of children's care and progress. The childminder dedicates time to getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel comfortable. In addition, the childminder helps parents and carers to support their children's learning in different ways to promote consistency of care. Children benefit from high levels of supervision and individual attention, and they thrive in the childminder's care.

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

The childminder's good knowledge of the learning and development and welfare requirements and guidance promotes children's learning, social, physical and economic well-being. An interesting and welcoming environment successfully reflects children's backgrounds and the wider community. Secure policies and procedures ensure that children are protected and well-supported. Children's learning is very well-supported through good quality interaction from the childminder, who is skilled at promoting a positive attitude to learning. As a result, children make good progress. Activities are well-planned and matched to the individual needs and interests of the children who attend. Relationships are excellent and children's behaviour is exemplary.

This childminder is skilled at maximising spontaneous opportunities to enhance children's learning, for example, the walk to and from school. Children develop a strong sense of independence and responsibility as they put on appropriate clothing and footwear. They become confident, acquire new physical skills and know when and how to ask for help. Children learn about the weather and they

look at picture books to find out about different types of clothing around the world. Outdoors, children use all of their senses and talk about what they see, hear and touch. They sing topical songs such as 'The wheels on the bus', and collect items of interest such as leaves which they later make into collages.

Children develop an excellent understanding of road safety as they look and listen, find safe places to cross and hold hands. Children discover boundaries and limits, and they learn about rules. To consolidate their understanding, the childminder provides road safety resources from the local council, and children play with the small world toys, cars and road mat. They read stories about road safety, and play imaginatively with the ride-on toys in the childminder's garden. Children identify numbers in the local environment such as car number plates, and they talk about the different road signs. The childminder encourages conversation and children happily describe what they see, ask questions and communicate meaning.

Children show an exceptional understanding of the importance of following good personal hygiene routines. They enjoy fresh, home-cooked meals, and adore baking gingerbread men, fairy cakes and cookies. Children learn about living things and the world around them as they plant bulbs and grow vegetables. They learn about recycling, and benefit from plenty of fresh air and exercise. Sensory play is popular and children experiment with spaghetti, shaving foam and jelly. Children adore role play both indoors and outdoors as they dress up, operate tools at the workbench and play in the tree house.

Children explore stones using toy diggers, and practise their mark-making skills on the chalk board attached to the shed. However, opportunities for children to attempt mark-making and writing for a wider range of purposes, such as in their role play situations, are not always as fully promoted as they could be. Children develop a good understanding of the wider world and are very well-equipped with the skills they need in order to secure future learning. They display a positive approach to learning, are motivated and actively explore their surroundings with curiosity and interest. The childminder is dedicated to her role and children thoroughly enjoy their time at the provision.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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:	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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