

Inspection report for early years provision

Unique reference number	EY276558
Inspection date	17/12/2009
Inspector	Sally Ann Smith
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 has been registered since 2004. She lives with her partner and three children aged 14, nine and five years in Nuneaton. All of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outdoor play. There are several steps which lead down to the entrance of the property.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children in the early years age range and currently has one child on roll.

The childminder takes and collects children from local schools and visits the library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed a very sound knowledge of the Early Years Foundation Stage and as a result, children's learning, development and welfare is promoted well. Good partnerships are established with parents and other settings to share information and ensure that the individual needs of all children are met. The childminder evaluates her practice regularly in order to identify strengths and any areas for improvement to improve outcomes for children. She is fully committed to training in order to develop her knowledge.

What steps need to be taken to improve provision further?

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

- develop further the use of assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support
- develop further the risk assessment so that it covers each type of outing.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection procedures. She is fully aware of the signs and symptoms of abuse and the importance of reporting any concerns to the relevant agencies promptly. This ensures that children are fully safeguarded. Criminal Record Bureau disclosures are undertaken for all adults living and working in the household to ensure that they are suitable to be in contact with children. Risk assessments are in place so that a safe and secure environment is provided for children. However, whilst the childminder is vigilant when taking children on outings, her written record does not cover potential hazards that may arise for each and every outing undertaken with the children.

The childminder establishes positive relationships with parents and is keen to seek their views with regard to their child's needs. Parents and children are consulted and encouraged to put forward suggestions for improvement. Parents are complimentary about the warm, caring environment the childminder provides and the support children receive in order to consolidate and help them learn new skills. Parents have access to their children's development records and both formal and informal discussions take place to share information regarding children's progress. Good strategies are also in place to share information with other settings that children attend so that the care and learning provided for children is consistent. A comprehensive range of policies and procedures are available to ensure that all aspects of the Early Years Foundation Stage are effectively implemented. The childminder deploys herself well, making sure that children are encouraged and supported in all areas of their play and learning. Resources are well organised to provide children with a range of stimulating and challenging experiences.

The childminder regularly evaluates her practice to make ongoing improvements. Children and parents also contribute to this process and the childminder acts on their suggestions. For example, children have asked for more board games to be provided. She regularly attends training to enhance and develop her own knowledge and practice and has completed a National Vocational Qualification (NVQ) Level 2 in Childcare and Education.

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

Children make good progress towards the early learning goals because the childminder enthusiastically embraces all aspects of the Early Years Foundation Stage learning and development requirements. Children are fully included and have regular discussions so they can contribute their ideas and suggestions to planning. This enables the childminder to incorporate a range of stimulating activities to cover the six areas of learning which maintain children's interest. As a result, children enjoy themselves immensely, appearing very happy and relaxed in the childminder's company. They are keen to learn and enjoy the good, well-balanced range of activities and new experiences that are provided. The childminder observes children and is beginning to link these to the formative suggestions in the 'look, listen and note' sections of the areas of learning and at times plan for children's next steps. However, the childminder recognises this as an area for further improvement. Close partnerships are established with parents so that they can share their perceptions of their child's starting points. In addition, good relationships are established with the reception class teachers within the school so that information can be shared. This ensures that activities are planned to meet the individual needs of each child. The childminder exhibits a sound understanding and respect for the individuality of the children in her care and is sensitive and aware of their specific needs.

Children are confident and have well-established co-operative skills during group activities. They take turns when playing games and work together to devise behaviour rules and boundaries which they adhere to well. They develop a caring

disposition to each other and are considerate to the feelings and views of others. Their sensitivity to the wider world is fostered positively and they value people's differences, developing an awareness of different cultures and beliefs through various celebrations and festivals.

Children use a good range of resources and tools to develop large and small muscle skills. They play in the garden and also visit the local park where they can climb, clamber and balance on the large equipment. They learn how to tend plants in the garden where they nurture runner beans, tomatoes and pumpkins and compare the size of their sunflowers. They make food for the birds in winter and learn why this is important. Various activities encourage children to consider concepts such as more or less, same and different, short or long. For example, they make their own skittles and then compare who has knocked the most down. Children learn about healthy eating and have a range of nutritious snacks and meals. A fruit bowl is always accessible so that children can help themselves and drinks are freely available. Children talk and learn about their personal safety through their play, discussion and routines. They are aware of the emergency evacuation procedure and how to exit the building and listen closely to instruction so that they know how to behave appropriately.

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	2
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	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:	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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