

Inspection report for early years provision

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Inspection date	22/09/2009
Inspector	Hayley Lapworth
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2004. She lives with her husband and two children aged nine and six years in Bedworth, Warwickshire. The whole ground floor of the childminder's house is used for childminding. There is also a fully enclosed garden available for outside play. The premises are accessible with steps leading to the front and back door.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years, however, there are no children attending in this age group at present. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making good progress in their learning. The childminder effectively promotes inclusion and knows the individual children very well. Their safety is protected as most required documentation is in place. Partnerships with parents and with other providers delivering the EYFS are effective. The childminder is committed to reflecting on her practice and has begun to identify some areas for improvement.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child (Safeguarding and promoting children's welfare). 08/10/2009

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

- develop further a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of child protection procedures. She has a competent understanding of the possible signs of abuse and harm and has a clear knowledge of what to do in the event of a

concern about a child in her care. She also is aware of the procedure to be followed in the event of an allegation being made against her or a member of her family. Comprehensive written risk assessments are in place and the childminder carries out daily safety checks on her home and any resources used for minding.

The childminder has formed strong partnerships with parents and they are kept very well informed about their child's care and changes in their development. They converse on a daily basis and parents are encouraged to share their views through being invited to complete a questionnaire on the service they receive. Partnerships with other providers delivering the EYFS are developing well. For example, with parents' permission, the childminder has requested to meet with the children's key workers and has obtained a copy of the settings planning. As a result, children's achievements and well being are successfully enhanced. Equality and diversity are being effectively promoted. This is best demonstrated by the way the childminder through research ensures her own knowledge about different cultures and religion is up-to-date.

The childminder's home is very well organised, resources are appropriately used and meet the needs of the children who attend. She maintains accurate and up-to-date records, which assist her in keeping the children safe. She has a comprehensive pack of written policies and procedures that support her practice. There is generally good capacity for continuous improvement because the childminder has made some improvements by addressing a recommendation from the last inspection. She has also started to identify her own strengths and weaknesses to bring about improvement for the children in her care. However, this is not yet fully effective.

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

Children are confident, relaxed and enjoy their time in the childminder's home. The childminder demonstrates a good understanding of the learning and development requirements within EYFS. As a result, children make good progress towards the early learning goals. She has a secure understanding of how young children learn and they participate in many first-hand learning experiences which are both adult-led and child-initiated. She is fully aware of each child's individual learning needs because she makes regular observations of what they have achieved and identifies areas where they may need additional support. She uses the information gained to inform her planning and creates appropriate learning experiences for each child. Children have many opportunities to self-select from a variety of good quality resources. The childminder has organised her home to allow the children good amounts of space to enable them to play in comfort.

Children's numeracy skills, communication, language and literacy is developing well. Children have easy access to a range of books including ones that relate to the current topic. They thoroughly enjoy listening to stories whilst playing with the toys that support the story. For example, five little ducks and a pond they had just made. The childminder promotes speech and language by sensitively correcting them if they incorrectly pronounce a word and praising them when they try again.

The environment is print-rich, toy boxes are labelled and an alphabet chart is displayed at the children's level. Children regularly use numbers and count as they play. For example, they use a clock they have made and talk about the time being '20 o'clock'. The childminder also encourages children to become good communicators and make decisions for themselves. For example, she asks them 'which would be easier for you, making the duck pond on the table or on the floor'.

Children are learning how to keep themselves safe as they are involved in practising the fire drill. The childminder sets clear boundaries and she ensures that children know about her expectations for their behaviour. For example, if a child presents undesirable behaviour she explains to them why they need to follow the 'house rules' and behave in a certain way. This helps them to begin to understand right from wrong. Daily routines ensure that children develop good hygiene practices, for example, thorough hand washing routines.

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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