

Inspection report for early years provision

Unique reference number	EY296477
Inspection date	25/03/2009
Inspector	Carol Johnson
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 has been registered with Ofsted since 2004. She lives in Water Orton with her partner and their three children aged 12, 11 and 5 years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The whole of the childminder's home, with the exception of the master bedroom, is used for childminding purposes. There is a fully enclosed garden available for outdoor play. Access to the front entrance is via a low step.

The childminder is registered to care for a maximum of five children aged under eight years at any one time. She is currently caring for five children who are within the early years age range. She also cares for three older children that attend before and after school. The childminder has suitable systems in place to care for children with learning difficulties and/or disabilities and for those who speak English as an additional language.

The childminder is a member of the National Childminding Association and holds a Level 2 early years qualification. She is also a member of the Warwickshire 'Children Come First' Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Safety is generally given a high priority and most legal requirements of the Early Years Foundation Stage (EYFS) are met. Children are very happy and settled in the childminder's care and are making good progress in their learning and development. Children's individuality is recognised and the childminder offers them a wide range of experiences that are thoughtfully planned and resourced to encourage them to develop new skills, gain knowledge and have fun. Consistency and coherence for children is considered because effective partnerships are in place with their parents and links are being fostered with other settings delivering the EYFS. The childminder demonstrates a good capacity for improvement and a strong commitment to further training and development; however, systems used for planning, observation and assessment and to evaluate her practice are not yet fully developed.

What steps need to be taken to improve provision further?

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

- embed systems for completing observations and finding out about the next steps children need to take so that activities can be more easily planned around what children need to do next and what they are interested in
- develop systems to monitor and evaluate the quality of practice to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

The leadership and management of the early years provision

The childminder is well-organised and all required documentation is in place. Policies and procedures work extremely well in practice and effectively contribute to children's overall well-being. Children have ample room to play and rest and space is thoughtfully utilised to maximise children's learning and play opportunities. The childminder is very vigilant with regards to safety issues and comprehensive systems are in place to successfully assess and minimise risks within her home. The childminder takes a wide range of steps to protect children whilst on outings and these include the use of appropriate car safety seats, teaching children about road safety and assessing the potential risks at the venues they visit. The childminder has an excellent knowledge of child protection issues and has attended several training courses in this respect. She has a clear written safeguarding policy that she shares with parents and this means that they are well aware of her role and responsibilities with regards to protecting children.

Methods employed by the childminder to evaluate her practice and identify areas for improvement are still in their infancy but the childminder shows a good appreciation of her own strengths and weaknesses. Both recommendations raised at her last inspection have been fully addressed and result in improved welfare and safety for children. The childminder is working towards a Level 3 early years qualification and is proactive in accessing further training to enhance her knowledge and children's welfare and learning. For example, training attended by the childminder includes, 'Behaviour Management', 'Health and Safety Awareness' and 'An Introduction to Autism'. The childminder regularly meets with other professionals to discuss and share good practice and she is a member of a National Childminding Association approved 'Children Come First' childminding network. She receives regular visits from the network co-ordinator and makes excellent use of the internet and a variety of publications to enhance her knowledge of childcare related issues and improve practice.

The childminder demonstrates, through her enthusiasm and professionalism, that each child is valued and special. Children are at ease in the setting and benefit from the good partnership that the childminder has established with their parents. Parents are provided with comprehensive information about her service and this includes general information about her aims, a selection of clearly written policies and details of her training and qualifications. Additional information is shared through everyday conversations and examples of children's work and photographs that are displayed attractively around her home. The childminder has forged links with other settings delivering the EYFS and this enables her to meet the needs of children attending these settings and extend and support their learning when they are in her care. She talks to staff about their future plans and how children have been during the day. Also, she chats to children and encourages their parents to share what they know. The childminder regularly communicates with parents about home routines and family practices so that they can adopt a common and consistent approach that effectively helps children to settle and progress.

The quality and standards of the early years provision

Children are making good progress and are supported well by the childminder who knows them well. She is aware of their individual needs and personalities and works in partnership with their parents to enhance their learning. She observes them on a regular basis and records her findings in a progress record that she shares with parents. These records contain brief written observations and photographs of the children involved in play and help to build up a picture of what children are doing now and where the childminder intends to move them on next. She refers to these observations when planning children's future experiences and ensures that resources and activities are appropriate for those that attend. However, methods used for planning, observation and assessment are still under development and the childminder does not always maximise the potential of noting and using observations gathered during children's spontaneous play and everyday activities. Consequently, children's individual learning and development needs may not be fully recognised or accommodated.

Children are very happy and enjoy their time with the childminder. They are at ease in her company and she encourages them to be inquisitive and active learners through offering choices and posing questions that encourage them to think and problem solve. Experiences available to children are varied and stimulating, for example, they engage in role play, cookery and craft activities and they visit the library. Young children have fun as they access an array of attractive resources that encourage them to explore and investigate using all of their senses. The childminder successfully promotes a healthy lifestyle and through carefully planned activities and everyday conversation children know about the importance of healthy eating and plenty of exercise. The childminder supplies meals and snacks for the children and exceptional care is taken to ensure that the food provided is balanced and nutritious. Children walk to and from school on a regular basis and go on lots of walks and outings in the local environment. They visit parks, soft play facilities and enjoy easy access to the childminder's well equipped back garden. Indoors, children have plenty of space to play and rest and the homely and child-friendly environment helps children to feel at ease and settle.

Children enjoy easy access to a wide range of good quality toys and equipment. Resources reflect diversity and encourage children to gain an awareness of the wider community and develop positive attitudes towards themselves and others. Various topics are used by the childminder to act as a stimulus for children's learning, for example, a recent topic based around 'People who help us' effectively helped to reinforce and teach children about a range of issues that included fire and road safety. Children regularly take part in emergency evacuation drills and they know that they must follow road safety rules when out and about in the local environment. House rules are explained to all the children in a developmentally appropriate manner and shared with their parents. These also protect children and help them to become responsible and show care and consideration for others.

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?	1

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?	1
How well are children helped to be healthy?	1
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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

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.