

Inspection report for early years provision

Unique reference number	EY301242
Inspection date	02/06/2009
Inspector	Lucy Showell
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 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 2005. She lives with her husband and children aged four and six in a residential area in Rugby. There are shops and schools within easy walking distance. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings, including regular attendances at the local carer and toddler groups. The family has a pet rabbit.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children attending who are within the Early Years Foundation Stage (EYFS). The childminder also cares for one child aged over five years.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is appropriate access to the house, although the first floor including the only bathroom is accessed by stairs only. She is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a bright and child-friendly environment where all parents and children are welcome. Children's individuality is valued by the childminder who obtains useful information regarding requirements and preferences to ensure their needs are inclusively met and individual routines followed. Children make good progress in their learning and development as they enjoy a good range of interesting opportunities promoted through affectionate relationships with the childminder and their peers. The childminder demonstrates good capacity for continuous improvement through identifying areas for professional development and attending additional training.

What steps need to be taken to improve provision further?

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

- support and extend children's learning and development through inviting parents to contribute to their child's learning and development record.

The leadership and management of the early years provision

The childminder understands her responsibilities with regard to conditions of registration and how to meet the welfare requirements within the EYFS. Effective and accurate self-evaluation and monitoring systems are used, including completing the Ofsted self-evaluation on line, and the childminder shows a keen interest in continuing to develop her skills and knowledge further through

attending training events and downloading additional information from the internet.

She builds effective relationships with parents by providing useful verbal information about her services which is supported by a range of clearly written and robust policies and procedures. Information is obtained from parents before care commences regarding children's health and welfare needs and daily news is shared effectively. Appropriate records are maintained for attendance, all parental consents are in place and systems for recording medication and accidents are used as necessary.

The childminder has a good understanding of her safeguarding responsibilities supported by an informative policy and useful guidance booklets. Space and resources are organised well and the childminder checks her home regularly to ensure hazards are kept to a minimum. For example, appropriate safety equipment is in place and resources are suitable for the ages of children attending. A good range of risk assessments are in place which clearly identify aspects of the environment which are checked on a daily basis.

The quality and standards of the early years provision

Children are confident and settled in this warm and welcoming environment. Their sense of belonging is promoted as they place their picture on a board to show they are here today and are encouraged to self-select from the range of toys available which are age-appropriate and promote positive images of diversity. The childminder adopts a calm approach to the children, encouraging good behaviour through gentle reminders during play and whilst sharing and taking turns with favourite resources.

Children learn the importance of keeping safe as they sit carefully at the table and use appropriate tools and show good awareness of their personal hygiene as they wash their hands and take care of their toileting needs. Space is organised effectively and provides children with opportunities for messy play, free and physical activities and relaxation or sleep. Children enjoy a wide range of nutritious meals such as pasta dishes and plenty of fresh fruit is freely available. Individual cups are easily accessed by the children to ensure they are suitably hydrated.

The childminder demonstrates a sound knowledge of the children in her care and fosters their individual needs appropriately. She recognises children's progress and developmental achievements through observations during play. However, a system for obtaining information from parents regarding children's ongoing progress is not established. The observations and educational programme relate clearly to the six areas of learning and development and this information is used well to provide suitable experiences for the children to encourage further development.

The childminder interacts well with the children asking age-appropriate questions and responding positively to their actions. There is a good balance of adult-led and freely-chosen or child-initiated activities. Attendance at local groups and outings arranged with other childminders provides further social experiences for children.

At the setting children select favourite resources from low-level storage such as dressing up in a variety of costumes, sharing stories and pretend play with puppets. They extend their own learning through play activities as they encourage the dolls to use the potty and give stickers as rewards or clean them if they have accidents. They enjoy taking time to explore creative media such as pouring and spreading glue onto the paper before sticking on cotton wool to make a sheep.

Outdoor opportunities are delivered through good use of the garden which is decorated with the children's creations and colourful pictures and prompts such as letter and number cards to encourage language and number recognition. Children enjoy constructing and printing with wet sand in the tray and push cars through on the moulded roads. They make musical instruments with pasta and containers and enjoy instructing the childminder to stop and go with the shakers. They make marks on the board outside with the chinks available and attempt to blow bubbles before chasing and popping them. They learn about taking care of living things as they feed the rabbit and grow vegetables and fruits to eat later in the year.

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?	2

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?	2
How well are children helped to be healthy?	2
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
--	-----