

Inspection report for early years provision

Unique reference number	EY330776
Inspection date	13/07/2009
Inspector	Teresa Marie Taylor
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 2006. She lives with her family in a house close to Rugby town centre. She uses the whole of the house for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children, both of whom, are in the early years age group. The childminder is also registered on the compulsory part of the Childcare Register. Children can be taken to and collected from local schools and pre-school groups. The family has a cat and two rabbits.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has an understanding of the Early Years Foundation Stage (EYFS) and she is beginning to use observations and assessments to check on children's progress. The childminder's provision is inclusive and children's individual needs are identified, regularly discussed with parents and information shared on how the childminder intends to meet the next steps for their care and education. There are good partnerships with parents and they are provided with good information regarding the provision. Most of the required documentation is in place. The childminder has the capacity for continuous improvement and is beginning to use self-evaluation to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children can select and use activities and resources independently
- ensure necessary steps are taken to prevent the spread of infection with specific reference to hand washing.

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

- ensure all reasonable steps are taken to minimise hazards to children, both indoors and out, are included on the risk assessment checks and, the fire officer's recommendations are met (Safeguarding and promoting children's welfare)(also applies to the compulsory part of the Childcare Register).

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The leadership and management of the early years provision

The childminder has an understanding of how to meet the welfare and education requirements of the EYFS. Children are protected from unsuitable adults, as all adult members of the household have undergone appropriate checks. The childminder has a commitment to attending additional training and professional development and to use the knowledge gained to improve the opportunities she offers to minded children. She is consistent in her approach to the children and fully includes parents in the children's Learning Journey records. The childminder is beginning to use self-evaluation and regularly asks parents to comment on her practice. The childminder has also developed links with another setting that provides the EYFS in order to promote continuity in children's care, learning and development.

There is a suitable range of policies and procedures in place, such as; child protection information, policies on equality and inclusion, complaints, activities, outings and general management of the provision. The childminder has also undertaken additional training, for example, children's behaviour, social and emotional development. Children are protected as the childminder understands safeguarding issues and who to approach for information or advice. She shares her portfolio of documentation and information with all parents and encourages their continuous involvement in their children's learning. Whilst a risk assessment has been undertaken and recorded this does not include all items accessible to children in the house or garden and not all of the fire officers recommendations have been completed.

There is the capacity for continuous improvement as shown by the childminder identifying areas for her own personal development. For example, to improve numeracy and problem solving skills and to extend the use of the children's Learning Journey folders. Parental comments show the childminder's commitment to inclusion is in its broadest sense. Comments from parents included; flexible, professional and encourages social and community involvement. Children and parents are treated with respect and all aspects of individual care are taken on board, managed appropriately and recorded. Children's starting points are documented and their learning and development records show that all children are progressing.

The quality and standards of the early years provision

Children are settled in the childminder's home and there are good relationships between the children and the childminder. The storage of resources does not enable children to self-select activities. The childminder decides which resources are available each day, but does not ensure an appropriate range across the six areas of learning. However, the childminder does have a wide range of age appropriate toys and equipment that could be used both indoors and out. The childminder regularly assess children's ability and understanding and records her findings. The results are shared with parents and basic plans made for children's next steps in learning and development. Information regarding children's activities,

achievements and progress are communicated with parents on a daily basis. They are asked to comment either verbally or to record their comments in the children's development folders. Records show that all children are making progress.

The childminder makes long term plans which cover each month of the year. Plans include festivals and events and items important to each family, for example, birthdays. Children are of a similar age and were mostly interested and motivated throughout the day. The childminder uses her garden regularly and ensures children are provided with additional opportunities for physical play. Children are regularly taken on walks, water the plants and discuss the seasons and learn about nature, other cultures and beliefs as they have access to a range of resources to support equal opportunities and they celebrate a range of festivals. Children are also encouraged to try different foods and discuss the similarities and differences in everyone including disability.

Children are being encouraged to develop the habits and behaviours appropriate to good learners, such as, sharing equipment, taking turns and being polite. The childminder has a clear behaviour management policy and house rules, which are shared with children and parents. However, children do have disagreements and struggle at times developing appropriate strategies for playing together. Children have some opportunities to learn how to problem solve for themselves, as they play with a range of equipment during water play and peel stickers to make pictures. Communication and language skills are sometimes used effectively, such as, discussing the bee on the sunflower and wheels on the pram but opportunities are missed. For example, not explaining to a child why you can not fill a watering can with a sieve. Children are encouraged to count, name colours and identify shapes and are provided with posters and art work to re-enforce their learning.

The childminder continues to undertake any available training to extend the opportunities she offers to the children. Children enjoy a range of play opportunities and experiences both at home and at pre-school groups and the childminder is actively involved in most of their play. For example, reading stories on demand, suggesting alternatives, 'why don't you have the pushchair', while another child was playing with the pram.

Both the parents and childminder provide food. The childminder has a good understanding of healthy eating and ensures children are provided with a healthy and nutritious range of meals and snacks, which include fresh fruit and vegetables. Children are learning about healthy eating as the childminder discusses where the cucumber at snack time came from and how it was grown. They enjoy watering the flowers and beans in the garden and the childminder encourages them to see how much the vegetables have grown and provides a range of different snacks for the children to try. The childminder has had a visit from the environmental health officer and understands about the safe storage and preparation of food. Children have free access to drinks at all times, independence at meal times and personal hygiene is encouraged. However, all children and adults share one towel which could compromise their health due to cross infection.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment

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