

Inspection report for early years provision

Unique reference number	EY340625
Inspection date	09/02/2010
Inspector	Sheila Dawn Flounders
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.

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 2006. She lives in a house on the outskirts of Leamington Spa, Warwickshire. The property is close to shops, parks, schools and public transport links. The basement floor of the house has been converted for the sole use of childminding and is accessed by an external flight of stairs. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. She is registered to care for six children under eight years at any one time, no more than three of whom may normally be in the early years age range when working alone. At times she also works with an assistant when she is able to care for six children in the early years age range. She is currently minding seven children in this age group on a part-time basis.

The childminder walks to local schools to take and collect children. She attends activities within the local area on a regular basis. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association and an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a wide range of activities within a dedicated, child-centred environment with attentive adults who ensure that each has opportunities to develop at their own pace. As a result they are all making good progress in their learning and development. Positive partnerships are formed with parents, and others, starting from initial visits, so that all necessary information is obtained to enable the childminder to provide for children's individual needs. All aspects of children's welfare are well promoted as the childminder has ensured she meets the requirements of the Early Years Foundation Stage. The childminder took action to rectify issues raised at her last inspection and demonstrates that she is very committed to maintaining continuous improvement in future.

What steps need to be taken to improve provision further?

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

- extend risk assessments to cover each type of outing and anything with which children may come into contact
- develop the evaluation of planning to ascertain if intended learning is achieved.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has recently updated her knowledge and understanding of procedures, is confident about what would cause her concern and about what action to take. She informs Ofsted so that checks are completed on her staff and uses a separate part of the premises exclusively for childminding. Risk assessments help protect children from identified risks, with a daily check ensuring that any additional issues are dealt with, for example, a more secure gate has been fitted. However these do not currently cover all types of outings undertaken or extend to all activities, so some hazards could be overlooked. The setting is well resourced and the childminder uses the spacious premises well to provide positive experiences for children, for example, in the newly created sensory area within the room generally used for quieter activities. All necessary equipment is kept to hand with many areas easily accessible to children enabling independent choices to be made. Her use of an assistant enables a broader range of activities to take place, care needs and routines to be accommodated quickly and with minimum impact on the other children whilst constant supervision is maintained. The childminder promotes equality and diversity effectively through her inclusion of children's cultural backgrounds and home languages, which they are encouraged to use and discuss with the other children. The childminder spends time talking to children about the meaning of various words and helps some to reinforce their understanding of English, for example, by looking at everyday objects together.

The childminder effectively plans for ongoing improvement through self-evaluation, setting herself annual targets and identifying additional training to develop her own knowledge and skills. She is working to develop aspects of the childminding environment in the coming year and enhance opportunities particularly for those children due to start school. Effective partnerships have been established with other settings children attend to ensure continuity of care and learning, and the childminder has experience of liaison with other professionals, particularly through the childminding network. All parents attend for several settling in visits with their child, during which necessary information is obtained, they tell the childminder about their child's current abilities, interests and routines and they access information about her policies and procedures. Time is taken each day to inform parents about what their child has done, with the opportunity also used to talk about any developmental issues or changes to care needs. Several times a year parents are also invited to spend longer with the childminder looking at their child's records and talking about their progress.

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

Each day children experience a balance of activities with several things often happening at the same time, in different area of the premises. They access fresh air and physical activity, independently choose creative materials and books, with stories also read together, sing their favourite songs and have lots of discussion

about what they are doing. Children demonstrate their progress with mark making, the older ones confidently writing their own names on drawings, while the younger children show increased control with the pens and longer periods of concentration. Adults support children's learning by playing alongside them, for example, with construction, showing how to connect the sections or fit people on, which young children then successfully copy, and use opportunities to develop number skills when setting the table. The older children particularly enjoy role play with small world resources and use their imaginations to act out experiences from their daily lives. The childminder plans activities weekly taking into account the next steps for each child, previously identified through observation, although does not consistently evaluate the planning to see if the desired learning is achieved. Regular entries are made to children's assessments which show they are making good progress from known starting points.

Children clearly enjoy their learning and achieve well. They are comfortable in their surroundings and readily interact with others showing they feel safe. Their understanding of safety is reinforced through appropriate reminders, such as not to stand on a chair, regular routines on outings and by taking part in the fire drill. They learn to adopt healthy lifestyles through access to a varied, balanced diet, having frequent drinks and regular opportunities for physical play, usually in the local park and also in indoor play facilities. All of the children are encouraged to make a positive contribution to the setting, for example, helping to care for their own belongings, tidying toys away or setting the table for lunch. Each is obviously valued as an individual and as a result they have positive self-esteem. Adults always praise their achievements and good behaviour, helping children to develop good manners and generally to be considerate to each other. Any behaviour incidents are discussed with parents, and other settings, to get a consistent approach. Children are able to develop skills for future, such as using the computer and model the use of technology through realistic role play resources.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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