

Inspection report for early years provision

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Inspection date	09/05/2011
Inspector	Sally Smith
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her partner and children aged ten and seven years in Nuneaton. All of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder takes and collects children from local schools and pre-schools. She also visits local shops, parks and community groups.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, who attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

She is a member of the National Childminding Association. She holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a sound understanding of child development, enabling her to effectively support children's welfare and development. She forms positive relationships with parents to ensure that children's needs are met. The childminder continually strives to enhance her practice and is very keen to make ongoing improvements. Through self-evaluation and reflection, she is able to identify areas for further development.

What steps need to be taken to improve provision further?

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

- analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals
- review the indoor environment so that it contains resources which are appropriate and accessible for all children.

The effectiveness of leadership and management of the early years provision

Children are very well protected in the setting as the childminder is knowledgeable about safeguarding and has effective procedures in place to ensure children are protected from harm. Both the childminder and her partner are appropriately vetted so that they are suitable to have contact with children. An accurate register records children's attendance, whilst a range of policies and procedures which are

effectively implemented promote children's safety and wellbeing. A comprehensive risk assessment supports the childminder in minimising hazards, ensuring that areas used by the children are safe at all times. As a result, children are able to move confidently between the indoor and outdoor play environments.

The childminder demonstrates a sound knowledge and understanding of the Early Years Foundation Stage. She ensures good use is made of all the available space so that children can spread out with their toys, be active or engage in quieter pursuits. Resources are rotated due to the limited storage and space available but are selected in consultation with children and to reflect individual interests and preferences. However, this restricts opportunities for all children to make choices.

The childminder forms positive and excellent working relationships with parents and carers. A robust settling-in procedure where discussions take place regarding children's routines, individual needs and preferences means that children settle well. Parents are continually consulted and engage in a regular exchange of information with the childminder through discussions, daily diaries and questionnaires. The childminder is very proactive in responding to parent's suggestions and comments particularly in supporting children's interests and learning. Parents talk of the 'extra mile' that the childminder takes in order to achieve this, for example, rearranging activities to include a specific child's current interest or consolidating their knowledge through visits to the library. She ensures that children with special educational needs are fully included, embarking on any specific training to enable her to provide appropriate support. This means children are able to communicate effectively and join in all activities with enjoyment. The childminder liaises with staff at other early years settings that children attend to share information and ensure a consistent approach to children's learning.

The childminder is aware of her strengths and weaknesses. She continually looks for ways to improve her knowledge and skills in order to enhance outcomes for children. She embraces training enthusiastically, readily accesses relevant information and liaises with other childminder's for advice and support.

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

Children are happy and safe in the childminder's care. They settle well and are confident and relaxed. They engage in conversation and respond positively to cuddles, praise and encouragement. They learn how to keep themselves safe through daily routines and discussions. For example, the childminder explains how traffic lights work and children learn it is safe to cross the road when the lights are on green. They discuss the importance of listening to the childminder, particularly when out and about, so that they know what to do if they become lost.

Children are active and enjoy exercise as they regularly play outside. They enjoy using the garden in all weathers to tend to their plants, ride various wheeled toys or generally run around. Walks in their neighbourhood and various trips help them to learn about the environment as they discuss the various birds and animals they see or recycling as they observe and count dustbin lorries. Wearing appropriate

clothing such as Wellington boots enables them to splash in puddles. Children often dance and move their bodies in different ways to music and attend organised activities to develop bodily coordination. This increases their understanding of the importance of regular exercise in maintaining a healthy lifestyle. Children know when to wash their hands, for example, before eating their snack, and use their own personalised hand towel, which develops a sense of belonging whilst also minimising cross-infection.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. Young children develop confidence in expressing their individual needs and feelings through their developing linguistic skills as well as through signs and gestures. The childminder interacts with children exceptionally well, listening intently to what they say and encouraging dialogue and discussion. She focuses on the needs of each child so that they are happy and engaged in their play. She is aware of their likes and preferences and ensures that resources are included regularly to take account of these. In addition, she responds to the naturally occurring spontaneous events that happen during the course of the day to stimulate their interest and learning. For example, children observe a football emblem with suction pads at either end and ask what these are. The childminder offers an explanation but also invites the children to moisten the pads with water and then press the emblem on the patio doors and see what happens. The children are intrigued but follow her instructions independently and delight in observing that it has 'sticked to the window'.

Observations assist the childminder in assessing some of the learning taking place which is recorded in attractive journals. Links are made to the six areas of learning and 'Development matters' prompts. However, the childminder has no system in place to consistently track the progress children are making towards the early learning goals. In addition, whilst next steps in children's learning are identified, these are not consistently followed up.

Children behave really well in the setting because the childminder gives clear explanations and sets appropriate boundaries. They learn to take turns, for example, when playing a game of skittles, and older children often help the younger ones. Equality and diversity is promoted through explanations, discussions and activities that raise children's awareness and encourage their sensitivity towards the needs of others. They learn about people's different cultures and beliefs. Children participate eagerly and with great enjoyment in everything they do.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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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