

Inspection report for early years provision

Unique reference number	EY364563
Inspection date	29/03/2012
Inspector	Anne Archer
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 2007. She lives in the Bedworth area of Warwickshire with her husband and two children aged 10 and eight years. The whole of the childminder's home is used for childminding except for the master bedroom. There is a fully enclosed garden available for outside play. The family has a pet cat.

The childminder uses her car to transport children to and from nursery and school. She attends the local toddler group and takes children to nearby parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children at any one time including three in the early years age group. She is currently minding nine children in total, three of whom are in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an excellent environment in which children's welfare, development and learning needs are met well. She enjoys supporting the children and does so in a stimulating, yet safe environment. All aspects of the provision are promoted well although an aspect of documentation requires some development. The childminder's capacity to maintain continuous improvement is good as she attends regular refresher training and is keen to gain an early years' qualification to further support her development.

What steps need to be taken to improve provision further?

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

- review how children's progress towards identified next steps towards the early learning goals are recorded and how to include parental comments to support children's development and learning.

The effectiveness of leadership and management of the early years provision

The childminder puts a lot of thought into the experiences she provides for the children who attend her setting. All aspects of safeguarding are reviewed regularly and successfully keep children safe. To enable her to maintain this she attends child protection refresher training periodically, checks the identification of any visitors or other adults collecting children on behalf of parents and shares her complaints policy and procedure with parents making sure they know what to do if

they have any concerns relating to her provision. Risk assessments are conducted on the childminder's home and garden and on outing venues. All take account of individual children's stage of development and needs. In addition, she carries out visual checks throughout the day to ensure that any potential hazards are minimised.

Policies and procedures are reviewed and updated, where necessary, at least twice a year, more frequently if she becomes aware that something relevant to her provision has changed. She has started to formally evaluate her childminding practice and when completed will use the experience to support further development of her provision. The childminder promotes equality and diversity well. Children learn about similarities and differences from an early age and are involved in activities which reflect their own and other people's ways of life. To facilitate this, the childminder has a thorough knowledge of each child's welfare and developmental needs, which she updates regularly with parents.

The childminder engages effectively with parents. Relationships are well established and positive, ensuring that she is fully informed of children's changing needs. Parents are kept well informed of their children's achievements, well-being and development through daily chats, a communications diary and by being able to look through their child's learning folder at any time. Parents make informative comments about their children's learning although these are not recorded as a matter of course and used in their child's next assessment.

Procedures for liaising with and sharing information with other providers of the Early Years Foundation Stage such as the local nursery and the reception class teacher are well established and supportive. The childminder's premises are suitable for purpose. She makes the best use of space to enable her to provide a stimulating learning environment in which children have the space to extend their play. Resources are plentiful and easily accessible to the children enabling them to initiate their play independently.

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

Children have fun while learning new skills which enable them to develop well in all areas of learning. Children show contentment in their surroundings and are keen to take part in the activities on offer or to initiate their own play from the varied range of toys and resources available. Children play is observed daily as they play and provision is made to incorporate any resources necessary to enable children to follow a new interest and so support further learning.

Children learn about personal safety and health through the daily routines such as the childminder ensuring that the safety gate leading at the kitchen door is kept closed and washing their hands before eating morning snack. Although parents provide lunch for their children, the childminder is familiar with their individual dietary needs and preferences and encourages them to try different fruits as part of the morning or afternoon snack. The childminder ensures that the children's

individual drink bottles at topped up throughout the day.

There are clear procedures in place relating to the care of children when they become unwell and about exclusion periods for illnesses such as chicken pox to help avoid the spread of infection. The childminder maintains a current paediatric first aid certificate and a full first aid kit so she can deal with minor injuries. Children's sleeping patterns are discussed with parents and adhered to. This ensures they are refreshed and able to fully take part in the rest of the day's activities.

The childminder has devised house rules which provide clear boundaries for the children. Behaviour management is consistent and takes into account each child's level of maturity and understanding. As a result, they support children's learning well. Children clearly enjoy the childminder's attention, showing by their behaviour and mannerisms that they feel safe in her care.

Children play a full and active role in their learning by showing curiosity and a desire to explore and learn. They benefit from the regular outdoor activities. They explore the local environment during walks and play on a range of toys and apparatus in the childminder's garden and at the local parks. Children records show that they develop solid skills to support their future learning. They listen to stories and point to things in the pictures showing that they follow the story and understand questions asked of them. Children learn to problem solve as they work out which dolly fits best in which buggy and they develop self-care skills such as when they learn to put shoes on the correct foot.

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	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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