

Inspection report for early years provision

Unique reference number	EY364902
Inspection date	07/03/2011
Inspector	Hayley Lapworth
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 husband and two school-aged children in Cubbington, near Leamington Spa, Warwickshire. The lounge and first-floor bathroom of the childminder's house are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time. The childminder is currently minding six children. All of whom attend on a part-time basis and are in the early year's age group.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's understanding of the Early Years Foundation Stage is good. The learning and development requirements are implemented well. Partnerships with parents are effective and the deployment of resources is secure. The childminder ensures that all children are valued and included. Information is obtained, records are maintained and risk assessments are conducted including most of the potential risks to children. The childminder obtains information about who has parental responsibility and any legal restrictions for some children. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice.

What steps need to be taken to improve provision further?

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

- obtain information for all children on who has parental responsibility and who has legal contact(Safeguarding and promoting children's welfare).
- 30/03/2011

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

- make sure the risk assessment covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. The childminder ensures that all adults living on the premises complete vetting procedures. A safeguarding policy is in place. The childminder has a secure knowledge and understanding of types of abuse and of possible signs and symptoms. The childminder manages her time well, ensuring the children are fully supervised at all times. Many risk assessments have been devised. However, there are still some omissions. Parental consents are in place for the seeking of emergency advice or treatment and for taking photographs of the children. The childminder also obtains information about legal restrictions and parental responsibility for some of the children. However, this information is not obtained for all of the children in her care. Consequently, this impacts upon the children's safety.

There is good capacity for continuous improvement. The childminder recognises that self-evaluation plays a key role in improving the service she provides. She has completed a written self-evaluation form and has identified areas for improvement. The childminder places an emphasis upon her own professional development and has attended a number of short courses. For example, she has completed courses on global cultures and using sign language. Two recommendations were raised at the last inspection, all of which have been fully addressed. Consequently, this impacts upon the quality of the service she provides.

The childminder has a positive attitude towards inclusion and is committed to treating children and their families with equal concern. Consequently, she is effective in meeting the needs of all the children who attend. Secure arrangements are made to ensure children of all ages and capabilities access all of the facilities and activities that are on offer. The childminder demonstrates how children with special educational needs and/or disabilities can be fully involved. She has developed good working partnerships with other providers where children attend more than one setting. This contributes towards a consistent approach for the children's care and learning needs.

Partnerships with parents are secure. The childminder has a warm and caring approach and the visual environment is inviting to children as the toys are attractively displayed for their arrival. Parents are provided with good written information at the onset of care, most of which is also verbally discussed during the settling-in period. Through a variety of methods, such as, verbal comments received by the childminder and letters to the inspector, parents comment positively on many aspects of the service. They say their children 'have flourished' in the childminders care. They especially appreciate the range of experiences the childminder provides for their children, that they have fun and are always keen to go and spend time in her home. Parents have regular access to their children's Learning journeys and they are encouraged to contribute and share their observations of their child's learning at home. Consequently, children's development is positively enhanced.

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

Children are making good progress towards the early learning goals. Children of all ages are effectively challenged, they have fun and enjoy their learning. There is a good range of resources and activities that are appropriate to the age and developmental stages of the children attending. The childminder provides them with a good balance of adult-led and child-initiated activities. Planning includes the children's individual next steps in their learning and their individual interests.

Children's skills in communication, language and literacy are being developed. The children are encouraged to talk during their play and are asked questions which make them think. For example, during role play the childminder asks 'what are you buying from the shops today?' Books are regularly used. Children can access them to look at a book alone and are invited to listen to a story read by the childminder. The childminder helps them to become independent by supporting them in turning the pages over.

Children's personal, social and emotional development is effectively promoted. This is achieved because the childminder makes good arrangements around the settling-in period to ensure children and their parents are comfortable in her home. For example, in the first instance parents are invited to come and meet the childminder and chat over a cup of coffee. This time is organised in the day or the evening depending on what best suits the family's needs. Parents and their children are then encouraged to come and visit on many occasions to play and begin to discuss how the childminding service operates. Once the parents and the childminder feel the children are settled, then they are left in her care. Consequently, children are happy, confident and relaxed in their surroundings. Children behave well and learn what is expected of them. For example, very young children learn that the sofa is not for standing and bouncing on. Older children are included in conversations where they are reminded about respecting the childminder's resources and belongings.

Children learn about how to keep themselves safe in the event of an emergency. For example, they participate in practising the emergency evacuation procedure. Children understand and adopt healthy habits such as, good hygiene practices. They are encouraged to wash their hands after visiting the bathroom and following messy or outdoor play. The childminder shares information with parents about good foods to include in their children's lunch boxes to ensure healthy eating is promoted in her care. Drinks are easily accessed by the children. As a result they can meet their own body's needs when they are thirsty.

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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