

Inspection report for early years provision

Unique reference number	EY392463
Inspection date	24/06/2010
Inspector	Lucy Showell
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 2009. She works with another registered childminder and minds from her co-minder's house in Leamington Spa, Warwickshire. The co-minder's husband and two children aged 13 and nine years old live at the property. There are shops and schools within easy walking distance. The majority of the house, excluding the main bedroom, is used for minding and this includes a downstairs toilet. There is a fully enclosed garden available for outside play.

The childminder may provide care for six children at any one time, of whom three may be within the early years age group. She currently has three children on roll, both within the early years age range. Whilst working with a co-childminder she may care for seven children, of whom five may be in the early years age group. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder holds a Level two childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, homely environment. The childminder celebrates the uniqueness of each child in her care and works hard to establish valuable relationships with parents. Children's individual needs are inclusively met and their routines followed with regard to the requirements and preferences discussed with parents. Children make good progress in their learning as they enjoy a variety of well organised and stimulating activities. The childminder demonstrates good capacity for continuous improvement through attending many additional training courses to develop knowledge and skills further.

What steps need to be taken to improve provision further?

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

- update the complaints policy to include the procedure for dealing with concerns and complaints from parents
- review the safeguarding children policy following the guidance set out in the publication 'What to do if you are worried a child is being abused'
- recognise the value of continuous quality improvement and how these processes can extend effective practice and help improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

The children are well protected by the childminder who has clear knowledge of safeguarding procedures and guidance information is available if she is concerned about a child. However, the written information in place does not reflect this. She maintains most up to date information, such as, a good range of robust policies and procedures although the complaints procedure lacks some detail. Other information, such as, certificates, registration and insurance documents and details of the activities carried out are shared effectively with parents who receive a CD-rom of information and sign in agreement to the terms.

She has a clear knowledge of her responsibilities with regard to conditions of registration and how to meet the welfare requirements within the Early Years Foundation Stage. All necessary records are maintained for hours of attendance, medication, accidents and existing injuries and all parental consents are in place. Suitability checks are completed and the childminder shares required information with Ofsted regarding other adults in the house to ensure their suitability can be accessed as necessary. Space and resources are organised well and the childminder checks her co-minders home regularly to ensure hazards are kept to a minimum. For example, the house is secure and equipment is suitable and safe for the ages of children attending. Clear and detailed risk assessments are in place and records of the checks carried out and any actions taken are maintained effectively.

Preliminary self evaluation and monitoring systems are being developed and the childminder is able to assess her strengths well. However, priorities to improve the outcomes for children have not been fully identified in her written self evaluation document. She holds a recognised childcare qualification and hopes to use the knowledge and skills developed through the additional training attended to develop her practice. She regularly reviews her documentation and checks the quality and suitability of resources to ensure sustainability of her provision. She works well with parents by providing useful information about her services, obtains valuable information from parents before care commences regarding children's health and welfare needs and daily news is shared effectively. Parents are invited to offer their opinions of the childminding services on a regular basis.

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

Children are confident and settled in this warm and welcoming environment. Their sense of belonging is promoted as they are encouraged to self select from the range of toys available which are age appropriate and promote positive images of diversity. The childminder adopts a calm approach to the children encouraging good behaviour through gentle reminders during play. Children learn the importance of keeping safe and show awareness of others through opportunities to share and take turns with favourite resources. They show good awareness of their personal hygiene as some fetch tissues to blow their noses and take care of their

own toileting needs. Space is organised effectively and provides children with opportunities for messy play, free and physical activities and relaxation or sleep. Children enjoy packed lunches, provided by their parents and served by the childminder, when required and freely access individual drinks through the day to ensure they are suitably hydrated.

The childminder demonstrates a sound knowledge of the children in her care and fosters their individual needs appropriately. A clear system for recording individual progress across the six areas of learning and development is established. She recognises children's achievements through observations during play and provides stimulating and well-organised experiences to encourage further development. She liaises effectively with parents sharing beautiful examples of their work, photographs of various fun activities and her written observations to gain their opinions. The childminder interacts well with the children asking age appropriate questions and responding positively to their actions. There is a good balance of adult led and freely chosen or child initiated activities. At the setting children select favourite resources set out by the childminder or choose additional items from the playroom.

They enjoy playing games and reading favourite stories with the childminder. They get creative as they make marks in the glue, use potatoes to print and choose from a large selection of collage materials to make pictures. They thread pasta tubes and cotton reels in patterns and count the butterflies that they catch in the nets whilst playing a game and are engrossed as they pretend to be the shopkeeper and give out the change to the customers. Outdoor opportunities are delivered through good use of the garden and local park where children can enjoy the fresh air whilst using a range of traditional equipment. On the swings children shout 'higher, lower or faster, slower', they roll balls down the guttering tubes and enjoy a range of action songs and ring games. Additional experiences, such as, hunting for mini-beasts, caring for next door's guinea pig and planting and watering in the garden provide children with lovely opportunities to explore and investigate the world around them.

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

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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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