

Inspection report for early years provision

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Inspection date	13/07/2011
Inspector	Karen Millerchip
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 lives with her husband and three year old child in a house in Warwick. The whole of the house, except for the master bedroom, is used for childminding purposes. There is a garden suitable for outdoor play.

The childminder is registered to care for a maximum of three children, of whom two may be in the early years age group. She currently cares for two children in the early years age range on a part-time basis. This setting is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a wide range of interesting play activities and make satisfactory progress in their welfare, learning and development. The childminder provides for each child's individual needs to promote inclusion. Observation and assessment systems are being developed but are not yet fully effective. Suitable written policies and procedures inform parents about the provision, and links with other providers are beginning to be introduced. The childminder is considering ways to evaluate her service to improve outcomes and promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of observations to identify each child's stage of learning to plan for individual children and match the observations to the expectations of the early learning goals
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibility to ensure that all adults living in the house are appropriately vetted. Appropriate safeguarding policies and procedures are in place to ensure that children are fully protected. The childminder has a suitable understanding of her role in safeguarding children and has attended recent training to update her knowledge. This means children are kept safe from harm. The majority of records are in place and maintained effectively. However, not all risks have been assessed, which potentially impacts on children's welfare.

The childminder organises space and play resources effectively to meet children's needs. She has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. Records of children's development are maintained but do not link to the expectations of the early learning goals or identify the next stage in their development. This means children may not progress as quickly as they could. Resources are checked regularly to ensure they are safe for children to play with. Children play happily and receive a good level of support and care in a secure and welcoming environment.

The childminder has a sound relationship with parents and daily discussions ensure that they are aware of the activities and learn about what their child has been involved in. This means that parents can reinforce children's learning in the home and children receive a cohesive learning experience. Photographs of children's daily experiences and a daily diary are shared with parents to keep them informed of their child's learning and development. The childminder is aware of the importance of developing links with other providers of the Early Years Foundation Stage and is looking at ways to share information when the time arises.

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

The childminder has a sound understanding of children's individual abilities and interests. They enjoy their activities with the childminder and take part in a range of play opportunities which help them to learn and develop at their own pace. The childminder observes children in their play and takes photographs of them to illustrate the activities they enjoy. The children show great excitement as they recognise each other on the photographs displayed on the computer. Children are provided with a selection of toys to play with on arrival at the setting and can freely access other resources which are attractively presented on floor mats or available from low-level storage.

Children have developed a close relationship with the childminder and feel safe and secure with her. They are actively supported in their development and are encouraged to explore their environment. Children have clear boundaries set for them and the childminder acts as a suitable role model by promoting good behaviour. Children are encouraged to use new words and extend their vocabulary as the childminder talks to them as they play and learn. Sociable conversations take place and children are encouraged to talk about their experiences.

All children are able to increase their awareness of diversity because they can use and access toys and equipment that reflect other cultures. The childminder is fully aware of her responsibilities to ensure children learn how to keep each other safe, both in the home and on outings. For example, they learn about general safety when they are out on walks and while visiting the allotment. They remind each other of the rules when using play equipment. Children are developing an awareness of healthy lifestyles as they follow daily hygiene routines to develop self-help skills. They confidently wash their hands before meals and after playing in the garden to minimise the risk of cross-infection. Children are provided with

healthy, nutritional snacks and meals, often containing home-grown produce from the allotment. Juice and water are freely available during the day to ensure children remain hydrated.

Children have ample opportunities for outdoor play as they regularly go into the garden to play on the apparatus, run around to expel energy, plant seeds or bulbs or observe the changes in the environment as the seasons change. Children are fascinated by the world around them and they engage in activities that provide all-round experiences. For example, children make butterflies from collage and paint, go on walks to find more butterflies and caterpillars and collect natural materials to make a bed for them. The childminder consolidates learning through the use of books with props that bring the story to life. For example, children enjoy a story that reflects the lifecycle of a caterpillar and using felt shapes to tell the story. This promotes children's coordination and helps them to understand the value of playing outdoors in the fresh air to develop a healthy lifestyle.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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