

Inspection report for early years provision

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Inspection date	17/11/2010
Inspector	Jan Burnet
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 2010. She lives in Leamington-Spa with her husband and their children aged eight years and two years old. The whole of the ground floor and two bedrooms are registered for childminding. The bathroom is on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time, and of these, two may be in the early years age group. She is currently minding four children in the early years age group and four school children aged under eight years. All attend on a part-time basis. The childminder walks to a local school to take and collect children.

The childminder is a member of the National Childminding Association. She holds a Level 3 early years qualification.

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 strong. She promotes children's care needs well and meets their individual developmental needs effectively. The childminder ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice. Her commitment to monitor and extend her practice within her childminding supports the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills

The effectiveness of leadership and management of the early years provision

The childminder provides a warm and welcoming environment and good measures are in place to promote children's health and safety. She is aware of her responsibilities with regard to supervising the children in her care. Necessary checks for herself and her family have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Welfare requirements are met well, however, children's best interests are

not fully served because the evacuation drill has not yet been practised. A written risk assessment identifies how potential hazards have been identified and addressed in the home and on outings. The childminder is aware of her responsibility with regard to protecting children from abuse. She has booked training with Warwickshire Safeguarding Children Board and provides comprehensive written safeguarding information for parents. Records are kept up-to-date and in good order.

The childminder is aware of the benefits of self-evaluation and identifies areas for improvement as updating her safeguarding and food hygiene knowledge. Her commitment to improvement is strong. The childminder actively seeks advice from local advisors and uses Early Years Foundation Stage documentation effectively to continually review her practice. The childminder makes sure that resources are chosen for their quality and durability and that they meet the different developmental needs of children well. Toys are maintained in a good state of repair.

Information provided for and obtained from parents is good. Written policies include ones on safeguarding, complaints, equal opportunities, illness, managing behaviour, a missing child and a child not collected at the agreed time. Parents sign to say that they are aware of all policies and procedures. Parents are shown a folder containing information on insurance, training certificates, police clearance information and references from former parents. The childminder completes a daily diary for each child and shows parents their child's observation and assessment records. Parents' views on the service they receive are extremely positive.

The childminder encourages children to gain an understanding of difference, for example, she provides resources that reflect different cultures and disability and children gain an awareness of different religious and cultural festivals. In discussion, the childminder explains how she ensures that the needs of children with special educational needs and/or disabilities and English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

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

Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. Children's achievements are being recorded and the childminder uses information from parents, as well as, from observation and assessment, to inform planning for next steps in learning.

Personal, social and emotional development is strong. Children are happy and

settled. Their independence is promoted effectively as opportunities for them to choose and select resources are very good because storage is well organised in the playroom. Children play cooperatively and they are learning to share and take turns. They develop good social skills at the childminder's home and at parent and toddler groups. They also develop physical skills at home and at the park. They dance and their creativity is promoted as they move imaginatively to music, play with a range of role play resources and enjoy art and craft activities.

Children develop good manipulative skills as they play with a variety of resources that are appropriate for different ages and stages of development. They make marks in a variety of ways, for example, with their fingers in dough, soapy water and in sand. They enjoy easy access to paper, pencils and crayons. Children enjoy looking at books and choose favourite stories for the childminder to read. A three-year-old has brought in her favourite book from home, 'I want my Mum'. The childminder reads the book and the child recites sections along with her. The childminder promotes thinking and vocabulary as she asks the child open-ended questions about the pictures and what will happen next. The child counts and the childminder encourages her to name colours.

Children count as they play. The childminder promotes young children's development effectively as she encourages 'one on one' counting initially to three and then to five. Children are then encouraged to recognise numerals on the same basis. Problem solving is promoted and children use mathematical language as they play. For example, whilst playing in water a child picks up a jug and says, 'it's too heavy'. Children play in a safe environment and they are learning how to keep themselves safe. They are provided with nutritious food and adopt healthy habits, such as, good hygiene practices. They develop an awareness of their own growth needs in relation to other living things, for example, they help to plant and grow vegetables and flowers.

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	3
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