

Inspection report for early years provision

Unique reference number	EY412130
Inspection date	10/05/2011
Inspector	Jayne Rooke
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 with her partner and child aged nine months in Rugby, Warwickshire. The ground floor playroom and kitchen and the first floor lounge and bedroom are registered for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder receives support from the local authority advisory service and is a member of the National Childminding Association. She holds an appropriate qualification in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and varied range of play and learning experiences, which present good levels of challenge in most areas. Observation and assessment information is used well to monitor each child's progress, with some well-developed links to the educational programmes. Policies and records contain most of the necessary information for the safe and efficient management of the provision. The childminder has a clear view of her strengths and areas for improvement, identifying training events to enhance her knowledge and skills. She works in close partnership with parents and other professionals to ensure that each child's needs are met.

What steps need to be taken to improve provision further?

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

- improve the recording of risk assessments for the home, garden and outings
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes
- improve opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect as the childminder has extensive knowledge and understanding of safeguarding procedures. Detailed policies are clearly written and shared with parents, which helps them to understand the childminder's role and responsibilities towards their child's welfare. Risk assessment records contain some details of safety checks around the home and garden but lack clear detail about outings. This has minimal impact on children's safety overall as the childminder is vigilant about their safety and security indoors and outside. Children remain under her close supervision at all times.

Children develop a positive attitude and an active approach towards equality and diversity through well-planned activities and discussion. However, opportunities for children to develop and use their home language in their play and learning are not yet fully developed. The childminder works closely with all those involved in each child's care to ensure that children are cared for according to their individual needs and routines.

The childminder is committed to improving and developing her practice. She attends regular training events, which help to expand her professional knowledge of children's care, learning and development. She skilfully identifies the needs of each child, seeking advice and guidance from other professionals when needed. She is considerate of the views and feelings of the children and their parents, which guide and inform her future practice.

The childminder provides a warm and welcoming home in which children settle and separate happily from their parents. Furniture and equipment is in good condition and children can easily reach their toys. Children benefit from a variety of outings to other childcare and community groups. Partnerships are strong and supportive, ensuring that children receive consistent and complementary care and education. Parents are informed of what their child will be doing through daily discussion. This creates opportunities for them to support their child's learning at home.

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

Children make good progress towards the early learning goals as they are actively engaged in a well-balanced programme of activities which cover all areas of learning. Observations and assessments are used well to inform future planning, although details of learning priorities for each child and links to the educational programmes are not always clearly recorded. This has minimal impact on their learning overall as the childminder knows the children well. She provides a broad range of practical and meaningful learning experiences which children enjoy. For example, older children seek out others to share experiences with. They work cooperatively to construct a train track and to build a 'palace' tower as they join in with royal celebrations. Younger children demonstrate excitement as they happily talk about special events in their lives. The childminder engages children in

conversations which help them to think and talk about their favourite things. Children respond positively to the childminder's expectations, taking part enthusiastically in tidy up routines. They smile with pride as they are praised for their 'good helping'. Older children recognise the importance of good hygiene routines, confidently explaining how to use soap and water to make their hands clean. Younger children join in with familiar routines as they prepare themselves for snack time, looking forward to a 'drink of juice'. They thoroughly enjoy tucking into healthy food, such as apples and raisins, and use please and thank you words spontaneously. Children are physically active and benefit from regular fresh air and exercise. They rest and sleep according to their individual needs, promoting their healthy growth and development.

Children are sociable, chattering happily to each other as they invent their own songs and rhymes. They enjoy varied activities at groups outside of the childminder's home, which encourages them to make friends with others. The childminder encourages children to speak and listen to a variety of sounds which inspire their interest. They delight in repeating the noises for a train and a helicopter. They find out how to make things work as the childminder demonstrates how to turn the helicopter propellers round and round.

Younger children are encouraged to recognise patterns and shapes in pictures as they complete simple lift and place puzzles. Older children express their increasing skill and control as they make marks on paper, form recognisable letters in their writing and play imaginatively with small world toys. Children's abilities and skills are extended through challenging activities which are skilfully adapted to support and enhance their capabilities and interests. They develop good knowledge of weight, measure and quantity during baking activities and concentrate intently as they decorate cakes with simple designs. They use numbers for counting in their everyday play and routines, counting the number of plates set out for lunchtime. Well-organised planning and the use of resources are carefully considered to ensure that all children can participate in the full range of activities and events. Toys, equipment and games are readily accessible, encouraging children to make choices and decisions for themselves. Children learn how to keep themselves safe as they move freely around the rooms. They follow safe instructions when they go for a walk to the park and when crossing the road. Consequently, children develop their confidence and independence, building strong skills for the future.

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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