

Inspection report for early years provision

Unique reference number	201535
Inspection date	13/07/2009
Inspector	Teresa Marie Taylor

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.

Description of the childminding

The childminder was registered in 1998. She lives with her family in the Woodlands area of Rugby. The whole of the ground floor and first floor bathroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for five children of whom, four are in the early years age group. The childminder is also registered on the compulsory part of the Childcare Register. Children attend for a variety of sessions. Children can be walked to and from local schools and pre-school groups. The family has a rabbit.

The childminder is able to support children for whom English is an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has some knowledge and understanding of the of the Early Years Foundation Stage (EYFS). Appropriate use is made of observations and assessments to check on children's progress. The childminder's provision is inclusive and children's individual needs are identified, regularly discussed with parents and appropriate plans made to meet the next steps for their care and education. There are appropriate partnerships with parents and they are provided with suitable information regarding the provision. Most of the required documentation is available and in place. The childminder has the capacity for continuous improvement and uses self-evaluation effectively to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure risk assessment checks for outings are recorded
- update knowledge of safeguarding issues to include information on the Local Safeguarding Children Board.

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

- complete an appropriate paediatric first aid course (Suitable people) (also applies to the compulsory part of the Childcare Register) 30/09/2009
- display the certificate of registration (Documentation) (also applies the compulsory part of the Childcare register) 20/07/2009

The leadership and management of the early years provision

The childminder understands how to meet the welfare and education requirements of the EYFS. All adult members of the household have undergone appropriate vetting procedures to ensure children are not exposed to unsuitable adults. She has a strong commitment to attending additional training and professional development and to use the knowledge gained to improve the opportunities offered to minded children. She is consistent in her approach to the children and fully includes parents in her self-assessment and records of children's progress and development.

There is a range of basic policies and procedures but some of these require updating. For example, the child protection policy. However, the childminder does understand how to effectively protect the children in her care and record any concerns. All policies are shared with parents. She shares her portfolio of documentation and information with all parents and encourages their continuous involvement in their children's learning. She takes on board any suggestions from parents on extending the activities she offers to the children and includes these in her planning. Whilst a risk assessment has been undertaken and recorded this does not include the record of checks undertaken for outings. The childminder is not currently displaying her certificate of registration.

There is the capacity for continuous improvement as shown by the childminder's self-assessment and identification of the areas she wishes to improve. For example, a greater understanding of the EYFS and a desire to complete an National Vocational Qualification (NVQ). Inclusion in its broadest sense is managed very well with clear identification of both group and individual needs. Children and parents are treated with respect and all aspects of individual care are taken on board, managed appropriately and recorded. Children's starting points are well-documented and their learning and development records show that all children are progressing appropriately.

The quality and standards of the early years provision

Children are very settled and happy in the childminder's home and there are good relationships between the children and the childminder. The storage of resources enables children to self-select from the wide range of age appropriate toys and equipment both indoors and outside. Additional resources are stored in the garage and children are made aware of all that is available and are free to request any equipment or toys they wish to play with. The childminder regularly self-assess her provision and checks that all activities are appropriate for the children's ability and understanding. The observations and assessments undertaken are shared with parents on a monthly basis and used to plan for children's next steps in learning and development. Information regarding children's activities, achievements and progress are also communicated with parents on a daily basis. They are asked to comment either verbally or in writing on their children's development, progress and identified next steps. Records show that all children are making progress.

There is a suitable range of adult-led and child-initiated activities with the childminder encouraging exploration and investigation. She adapts her planning to take account of children's responses, their interests and, family or local events. Children's records show that they are interested, motivated and busy throughout the day. The childminder uses her garden regularly and ensures children are provided with additional opportunities for physical play. Children are taken on regular walks, go shopping, visit the library, discuss the seasons, learn about nature, disability and other cultures and beliefs, as they listen to stories, play with a range of resources, experience different foods and celebrate a wide range of festivals.

Children are encouraged to develop the habits and behaviours appropriate to good learners, as they learn how to share equipment, take turns and play cooperatively. The childminder explains her expectations to the children and provides them with clear messages, gently delivered. Children are beginning to learn how to problem solve for themselves as they shop for fruit and snacks, find the appropriate colour of apples, learn how to use an automatic labelling machine in the supermarket and pay for items purchased. Communication and language skills are a strength and children are given opportunities to learn other languages, as the childminder makes provision for children who understand different languages or come from different cultures, by obtaining books from the library and researching useful information on the internet. Children are encouraged to use the computer and search out information for themselves. Children are encouraged to count, name colours, identify shapes and are provided with a good range of resources to support their learning.

The childminder has some understanding of the EYFS but a good understanding of how children learn through play. She wishes to undertake any available training to extend the opportunities she offers to children. Children enjoy a wide range of play opportunities and experiences, and the childminder's observation records show she is actively involved in their play.

Parents supply main meals and the childminder provides snacks. The childminder has a good understanding of healthy eating and ensures children are provided with a healthy and nutritious range of snacks, which include fresh fruit and vegetables. Children are learning about good health and nutrition as they shop for their own snacks, sample a wide range of foods and learn where they come from and how to prepare them. Children have free access to drinks at all times and independence at meal times and personal hygiene is encouraged. The childminder is pro-active in ensuring children's health and safety and regularly discusses the benefits of physical activities, healthy eating and personal safety both indoors and when outside of the house. However, she does not hold a current first aid certificate.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training) 30/09/2009
- take action as specified in the early years section of the report (Certificate of registration). 20/07/2009