

Inspection report for early years provision

Unique reference number	268348
Inspection date	13/01/2010
Inspector	Carol Johnson

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 has been registered since 2001. She lives in Bedworth with her husband and children aged 19, 16 and 12 years. The childminder works with an assistant and is registered on the Early Years Register and on the compulsory part of the Childcare Register. The whole of the ground floor of the childminder's home is used for childminding purposes and there is a fully enclosed garden available for outdoor play. Access to the front entrance of the childminder's home is via a low step.

When working alone, the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her assistant the childminder may care for a maximum of four children in the early years age range. She is currently minding a total of three children in this age group. The family has a cat.

The childminder 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 very happy and settled and make good progress as they take part in an extensive range of interesting and rewarding activities that cover all aspects of their learning and development. Resources are deployed exceptionally well and children's health, safety and appreciation of themselves and others are promoted very successfully. The childminder provides an inclusive service where each child is valued and their individual needs known and met. The childminder effectively engages and works in partnership with parents and others and this ensures consistency and continuity for children. Current systems for self-evaluation, planning, observation and assessment are not yet fully effective but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 20/01/2010

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

- develop further systems to monitor and evaluate the quality of practice to

identify the setting's strengths and priorities for development that will help improve the quality of provision for all children

- develop records of learning and development and improve strategies for analysing observations to help plan 'what next' for individuals and groups of children and for involving their parents in observation and assessment.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder demonstrates a good knowledge of child protection procedures and affords safety a high priority. A sound safeguarding policy supports her practice and a combination of thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised. Documentation to ensure the safe and efficient management of the setting is generally well maintained. However, the childminder has omitted to include required detail within her risk assessment record. Consequently, it is unclear as to when assessments are carried out or due for review and who actually carried out these assessments. A comprehensive selection of written policies and procedures help to support her practice and inform parents. These work well in practice and ensure that the diversity of individuals is valued and respected.

The childminder is very enthusiastic about what she does and is committed to improvement. A recommendation raised at her last inspection, in respect of completing a first aid course, has been fully addressed. The childminder employs an assistant and together they form an excellent team, working hard to enhance the service provided for children and their families. They have attended a variety of relevant training and regularly network with other childcare professionals to exchange ideas and share good practice. The childminder has started to evaluate her practice and is constantly assessing what she provides and how it could be improved. However, systems for doing so successfully are not fully developed and do not effectively take into account the views of others. Consequently, her ability to effectively identify her own strengths and plans for improvement that will have the most impact on outcomes for children are somewhat impeded.

Children's individual needs are known and met because the childminder has formed excellent relationships with them and their parents. She exchanges lots of information with parents about individual children's welfare and development and regularly sends home examples of children's artwork and photographs of the children involved in play. She regularly collects and sends home leaflets and information for parents that cover a range of issues including safety, healthy eating and community events. Parents comment very positively on the service provided by the childminder.

Some of the children in the childminder's care also attend a local nursery and the childminder is actively fostering relationships with staff at this setting. This enables her to plan and implement experiences to complement and support children's learning and development when they are in her care. She has helped children to settle at the nursery and she regularly chats to them about the things they have

done and enjoyed there. Children flourish in the childminder's care. The extremely well-organised, attractive and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. Children's independence and freedom of choice is effectively supported because resources are plentiful and a comprehensive selection is easily accessible to them. The childminder makes extensive use of local community facilities and loans additional resources to enhance children's learning and add variety to their play.

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

Children are making good progress in relation to their starting points and relish their time with the childminder. This is because the childminder knows them very well and works alongside their parents to provide children with a vast array of experiences that help to meet their individual needs and excite and interest them. She regularly observes children and has begun to record and assess what she sees. She talks to parents and children to gain their views and uses what she has seen and heard to help inform her daily planning. However, current methods for planning, observation and assessment are not yet fully effective and parents are not actively invited to contribute to children's learning and development records. Consequently, children may not always be effectively challenged and/or supported to reach their full potential.

Children enjoy easy access to a vast array of resources and equipment and they make lots of independent choices about their play and learning. The walls of the playroom are adorned with posters, photographs and examples of children's work and these help the children to develop a sense of belonging and feel valued and at ease in the setting. Children are happy to go to either the childminder or her assistant for comfort, reassurance and support and they display high levels of confidence and self-esteem. They readily communicate their needs and desires and the childminder fosters the skills they will need in the future through plenty of interaction and teaching them to be independent and inquisitive. Children's good behaviour and effort is readily acknowledged and they show an excellent understanding of what standards of behaviour are expected and how to apply these to keep themselves and others safe. They know that they must sit on chairs properly to prevent themselves from falling and they help to tidy away toys after use so that they do not pose a hazard to others or become damaged. Safety is afforded a very high priority and children are taught to protect themselves through everyday experiences and a variety of thoughtfully planned activities. For example, they learn about road safety on outings and this is vigorously reinforced through role play, discussion and regular practice.

Children's good health is extremely well promoted as they enjoy regular access to the outdoors, take part in lots of physical exercise and enjoy healthy and nutritious meals and snacks. They show through their actions and comments that they understand the need for good hygiene and all areas of the childminder's home are very clean. Children regularly visit local community groups and the library and this broadens their range of experiences and helps to develop their confidence and social skills. The childminder and minded children attend sessions at a local

children's centre and they recently participated in 'Little Chef' sessions where children are given the opportunity to cook a range of healthy and nutritious dishes using a range of ingredients. Children demonstrate a developing respect for themselves and others. This is fostered through their participation in a variety of activities that explore various religious and cultural festivals and customs and their easy access to a range of resources that portray positive images of diversity.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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