

Inspection report for early years provision

Unique reference number	257517
Inspection date	29/03/2010
Inspector	Tracey Marie Boland
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 2001. She lives with her husband and three children, two of whom are adult in a residential area in Nuneaton. There are shops and schools within easy walking distance. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to local parks and places of interest, including regular attendances at the local carer and toddler group/s. The family have a small dog and a cat.

There are 10 children currently on roll. The childminder is registered to care for six children at any one time. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory childcare register.

There is direct access to the home and there are toilet facilities on the ground floor. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage and a clear understanding of the individual needs of the children she cares for. She provides a broad range of activities both indoors and out and obtains detailed information from parents which informs her of children's starting points in their learning. All children are valued and included and they are encouraged to understand similarities and differences. The childminder completes her ongoing self-assessment however, has not sought the views of parents or children. She continually enhances her practice through training. Safety has been addressed throughout the home.

What steps need to be taken to improve provision further?

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

- develop further the processes for self-evaluation to include the views of parents and children.

The effectiveness of leadership and management of the early years provision

Children enter a welcoming, child-focused environment where their health, safety and well-being are a priority. The childminder has clear procedures to ensure that children are only in the care of vetted adults and children are supervised at all

times. She has a firm understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect and has undertaken training to keep herself up-to-date with current legislation and practice. Concise written risk assessments are in place and potential risks have been minimised both in the home and when out. All required records are up-to-date, well-maintained and held within the boundaries of confidentiality. A variety of written policies and procedures are in place and shared with parents which reflect her ethos of care.

The childminder understands the benefits of self-evaluation which she has used to identify areas for development, however, the views of parents and children have not been sought. Training is seen as an essential part of her personal development and she regularly accesses courses to enhance her knowledge and skills. One recommendation was raised at the last inspection which has been successfully addressed. All required information is obtained from parents about their child's development, individual needs and preferences which are incorporated into the child's day. The childminder continues to develop relationships with other professionals that are involved in the children's lives, therefore, ensuring continuity of care.

Children learn about diversity and the wider world through the cultural celebrations and discussions that take place throughout the year. They gain an understanding of similarities and differences and see positive images all around them of race, culture, gender and disability through the resources provided. The childminder has a good understanding of the needs of children with special educational needs and/or disabilities and the importance of working cohesively with parents and other professionals to ensure their needs are consistently met.

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

Children make really good progress in their learning and they enjoy a wide variety of play opportunities and experiences that challenge them and encourage their development. The resources and activities meet their needs well and children are encouraged to self-select them as they are stored at child height and are easily accessible. Planning takes place with the children where they encouraged to express their interests and ideas. Observations are completed of the children involved in play throughout the day and are shared with parents.

Children are happy, settled and have built strong relationships with the childminder and each other. Their independence is promoted effectively in everyday routines such as mealtimes and when selecting from the wide variety of resources available to them. Children are encouraged to be kind to each other, share and take turns. The childminder encourages them in their development and progress and they are praised for their achievements. Social skills are nurtured and the children are very thoughtful towards their peers, with the older children supporting and encouraging the younger members of the group.

Cooking activities take place and the children enjoy making fairy cakes and chocolates for their parents. They also help prepare some of the meals during the

day which encourages their understanding of healthy eating. Through these activities children learn how to use the equipment and develop their understanding of mathematical concepts through the weighing and measuring of the ingredients. The children enjoy planting bulbs and monitoring their growth, there are planting tomatoes in a hanging basket, water and feed them and after picking will try the fruit for themselves.

Children have the opportunity to explore music and have access to a piano and enjoy accessing Jo-Jingles a music and movement group where they learn to move their bodies and to follow a beat. They involve themselves in a variety of the art and craft activities and they take home their creations to share with their parents. Some are held in their own development files to reflect their emerging skills and to compliment the childminder's observations.

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	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

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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