

Inspection report for early years provision

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Inspection date	03/02/2010
Inspector	Karen Eunice Millerchip
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1999 and is a member of the National Childminding Association. She lives with her husband and two adult children in a detached house in Rugby, Warwickshire. The ground floor of the property is used for childminding including a dedicated play room, lounge/dining room, kitchen and toilet. There is an enclosed garden for outdoor play. The family has a pet dog.

The childminder is registered to care for six children in total and currently minds four children in the early years age group on a full and part-time basis. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make sound progress as they take part in interesting and enjoyable activities that cover all aspects of their learning and development. The environment is safe and secure which promotes children's feelings of belonging. The childminder provides an inclusive service where each child is valued and their changing needs are provided for. Partnership with parents is developing well and a wide range of information is effectively exchanged. However, information regarding parental responsibility is not obtained. Risk assessments are implemented on a daily basis but systems are not in place for annual reviews. The childminder keeps up-to-date with any changes within early years through regularly attending training.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 23/03/2010

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

- ensure all risk assessments are reviewed regularly, at least once a year or more frequently where the need arises.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a sound knowledge of child protection issues. She fully understands her responsibility to ensure that all

adults living in the house are appropriately vetted. She has a secure knowledge of safeguarding children and the procedures she must follow if she had a concern about a child in her care. There is a supportive settling in procedure, and this helps younger children to feel comfortable and secure in their surroundings. The childminder's home is safe and secure, as a daily risk assessment of the house and garden is carried out before children arrive, to promote their well-being. A suitable range of risk assessments covering all aspects of the daily routine and outings are implemented however, they are not reviewed annually which impacts on children's safety. All recommendations from the last inspection have been addressed well and have had a positive impact on the quality of the service provided.

The childminder has strong relationships with children and their parents and carers, and has daily conversations with other providers so that continuity of care and learning is ongoing. Parents are provided with written information about the setting, which includes some general policies and procedures, outlining how the service is managed. The childminder has a sound awareness of children's individual routine needs, which ensures that they receive appropriate support. A daily written diary detailing children's routines and activities is offered to parents, and there is also time at the beginning and end of the day for verbal discussions. Parents are able to see their child's progress records at any time. This has a positive impact on children's overall care and development. Observations, which include photographs, are undertaken on a regular basis to record children's accomplishments and the progress they make.

The childminder has systems in place to evaluate her service and to identify the strengths and areas for improvement. Parents have been asked their views about the care their children receive and all have responded positively. The childminder is motivated to improving her practice and has attended supplementary training in areas such as, safeguarding children, promoting positive behaviour and cultural awareness.

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

All children are included and valued as the childminder gains information from the parents about their daily routines and preferences; this is used to provide a welcoming and familiar environment for children in which they can play and learn in comfort. She has an awareness of what children like and what they are interested in and uses this knowledge well to ensure that they access age and stage appropriate resources that support their learning. Children are able to freely select resources in the child-friendly playroom. For example, babies are provided with stimulating toys and rattles that encourage them to explore and investigate and older children are supported in developing self-help skills that promote their independence and self-esteem.

Children make good progress as they enjoy their child-initiated play while being fully supported by the childminder. The systems in place to plan for the children's learning and development are linked to the expectations of the Early Years Foundation Stage and therefore help children to achieve. The childminder supports

children's individual needs well. Children are able to develop their awareness of diversity because they use toys such as books and small world figures that reflect other cultures. They learn about how other people live. Different religious and cultural festivals are acknowledged and children are encouraged to talk about different food and clothing.

Good hygiene practices help to minimise the risk of cross-infection in the home. For example, children learn about the importance of good personal hygiene through washing hands before meals and snacks and after toileting or playing outdoors. They have individual hand towels and access to liquid soap. Routines are in place to ensure children benefit from daily fresh air and opportunities to become active. Daily walks within the local community provide children with opportunities to develop physical skills and a positive attitude to exercise. The childminder also uses this time to discuss the changing environment and to introduce aspects of personal safety.

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	3
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	3
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

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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