

Inspection report for early years provision

Unique reference number	201535
Inspection date	25/03/2010
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.

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 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 six children 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminding environment where they feel safe and supported by the childminder however, behaviour management is not always effective and self-evaluation is in the early stages. Children are provided with a range of play activities which ensures they are progressing in all areas of learning. The childminder has an understanding of the Early Years Foundation Stage and actively encourages parents to be fully involved in all aspects of their child's care and learning. Children's individuality is recognised and managed appropriately. Written policies and procedures underpin the childminder's practice and all are shared with parents. The childminder has suitable links with other settings that children attend and there are good relationships with parents. There is the capacity for continuous improvement. The childminder does not hold a first aid qualification.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register) 28/05/2010

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

- ensure children are provided with more opportunities to recognise the importance of keeping healthy, and those things which contribute to this
- extend knowledge of behaviour management in order to increase children's

- understanding of right and wrong and for them to consider the consequences of their words and actions for themselves and others
- improve self-evaluation, for example by using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder has improved her understanding of safeguarding and procedures to keep children safe including the requirements of the Local Safeguarding Children Board. However, she does not hold a current first aid certificate which poses a possible risk to children should an accident occur. All required policies and documentation for the effective and safe running of the setting are written and copies provided for parents. The childminder successfully promotes all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. The indoor and outdoor environments are subjected to suitable risk assessments to ensure any potential hazards to children are minimised.

The childminder has begun to look at the future of her provision and her practice but her self-evaluation does not accurately provide evidence of the work she undertakes. She does request feedback from parents on her practice and includes any recommendations or ideas in her planning. The childminder's commitment to continuous improvement is satisfactory. Children are involved in the formation of activity and outing plans, which gives them a growing sense of belonging and increases their self-esteem. The childminder appropriately addressed the recommendation from the last inspection regarding improving her knowledge of safeguarding issues and extending risk assessments to include outings which improves children's safety. However, she failed to complete a first aid course but has now booked a course to be completed by the end of May. Communication both with parents and other settings the children attend are a suitable which ensures appropriate information is shared which provides consistency for the children. Parents have access to daily discussions and children's individual folders ensuring they are fully aware of all aspects of their child's day. They are actively encouraged to be fully involved in all aspects of their child's care and learning.

The childminder actively promotes the uniqueness and individuality of each child. She provides age-appropriate activities and a range of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. The involvement of children in planning encourages the older children to be proactive in their own learning and begin to identify their own learning and development needs. All children and families are highly valued. Parents were informed of the inspection and their written comments included, 'I am really pleased with my childminder', 'she is always doing activities and children can't wait to go to her', and 'she always asks if we have any comments to make and we always get feedback on our child's day'.

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

Children are making suitable progress as they enjoy a range of enjoyable activities appropriate to their age and stage of development. They are very settled and relaxed and are given a high level of support. Suitable planning ensures children are provided with a range of creative learning experiences which keep them involved and active. Clear information is gained about children's starting points and developing observations and assessments of children's progress provides evidence that children's individual needs are identified and met successfully.

Children are very confident when exploring the childminding environment. They are beginning to play an active role in their own learning, they make choices and decisions and their preferences are used to inform planning which encourages their participation and provides additional learning opportunities. For example, the childminder has identified children's interest in cars. So, when out of the house she encourages children to count the cars they see and identify the colours. A range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of books, puzzles and play people which provide positive images. Children are given clear rules about how to treat each other however, due to the numbers of children in the younger age group not all behaviour is acceptable but it is age-appropriate. The childminder is consistent in managing the children and they are developing self-esteem. At present they do not understand each other's limitations and are struggling to share. They freely express their feelings, ask for help when they need it and give and receive regular cuddles and hugs. Children are making good progress in their communication, language, problem solving and number skills as they enjoy a range of activities to encourage their understanding. For example, the childminder in conjunction with parents ensures children with English as an additional language are encouraged to take a full part in activities. The childminder did this by finding words in the child's home language to use in a favourite activity, which is singing, 'Hands, shoulders, knees and toes'. During an activity with bricks children were encouraged to name the colours, work out which bricks fitted together and to build a tower. While taking their socks off one child said they could not. The childminder assured them they could and explained how to put fingers in the top of the sock and not to pull them from the toe end. The child was very pleased with themselves when they managed to take both socks off successfully. Children are constantly praised for all and every success no matter how small. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes and have access to a good range of musical instruments. Children develop good early technology skills as they play with 'Lunar Jim' and work out where to put him in order to make the lift work. They also have access to a range of programmable toys which talk or play music.

Children have a clear sense of belonging in the security of the childminder's care. They show they feel safe and are confident in sharing their concerns with the childminder as they turn to her for reassurance when strangers are present. They have some understanding of keeping themselves safe with the childminder providing appropriate explanations, for example, 'we don't throw bricks in case we

hurt someone' and 'we don't climb across the furniture in case we fall'. Children are protected when on outings and trips because they are learning about road safety rules and the childminder makes sure, through appropriate risk assessments, that the places they visit are safe and appropriate environments.

Children are provided with limited explanations about a healthy lifestyle but they do make choices about what they eat at snack time and have free access to drinks at all times. They do not yet understand that physical exercise is good for them as the benefits are not explained to them. Children's general good health is promoted as they make the most of the fresh air and outdoor play available to them every day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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) 28/05/2010