

Inspection report for early years provision

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Inspection date	15/11/2010
Inspector	Hayley Lapworth
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 2000. She lives in Leamington Spa, Warwickshire with her husband and three sons aged 17, 14, and 10 years of age. The family have a pet dog. The sitting room on the ground floor of the childminder's house is used for play and a safely enclosed back garden is available. There is a ground floor toilet. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children aged under eight years at any one time. The childminder is currently minding nine children, all of whom attend on a part-time basis, four of whom are in the early years age group. 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.

The childminder's understanding of the Early Years Foundation Stage is good. She promotes children's care needs well and meets their individual developmental needs effectively. Children have extensive opportunities to be creative which they thoroughly enjoy. The childminder ensures that all children are valued and included. Information is obtained, records are maintained and risk assessments are conducted including most of the potential risks to children, but not always effectively reviewed. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice.

What steps need to be taken to improve provision further?

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

- review the risk assessment regularly at least once a year or more frequently when the need arises (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The childminder ensures that all adults living on the premises complete vetting procedures. A safeguarding policy is in place. The childminder has a secure knowledge and understanding of types of abuse and of possible signs and symptoms. She is also aware of her responsibilities in the event of a concern. She continues to develop her skills and knowledge by accessing short training courses, such as food hygiene and first aid. The childminder manages her time well, ensuring the children are fully supervised at all times. Many risk assessments have been devised. Included in the risk assessment in relation to the pet dog is information about the dog's temperament, behaviour and suitability to be around young children. However, the risk assessments are not always regularly

reviewed and there are minor omissions. Parental consents are in place for the taking of photographs and using public transport. The childminder is beginning to recognise that self-evaluation plays a key role in continuous improvement and has begun to develop effective systems to monitor the provision. The Ofsted self-evaluation form has been completed, clearly identifying areas for improvement. Two recommendations were raised at the last inspection, both of which have been successfully addressed. The childminder has a positive attitude towards inclusion and is committed to treating children and their families with equal concern. Consequently, she is effective in meeting the needs of all the children who attend. Secure arrangements are made to ensure children of all ages and capabilities access all of the facilities and activities that are on offer. The childminder demonstrates how children with special educational needs and/or disabilities can be fully involved. She is beginning to develop good working partnerships with other providers where children attend more than one setting. This contributes towards a consistent approach for the children's care and learning needs. Partnerships with parents are securely enhanced and visitors to the setting are made to feel welcome. The visual environment is inviting to children as the toys are attractively displayed. Parents are provided with a wealth of written information at the onset of care, most of which is also verbally discussed during the settling-in period. Through a variety of methods, such as letters and cards parents comment positively on a number of aspects of the service. They share that they especially appreciate that their 'children have lots of fun and enjoy their time with the childminder', and that they have 'many opportunities to be creative'. Parents describe the childminder as 'fabulous'. Parents have regular access to their children's detailed 'learning journeys', and they are encouraged to contribute and share their observations of their child's learning at home. Consequently, children's development is positively enhanced.

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

Children are making good progress towards the early learning goals. Children of all ages are effectively challenged and enjoy their learning. The range of resources and activities meets their needs well. The childminder provides them with a good balance of adult-led and child-initiated activities. Planning includes the children's individual next steps in their learning and their individual interests. The childminder helps the children to gain an understanding of difference. For example, she provides mirrors, and encourages them to look at themselves and one another. They are then supported in making a range of faces depicting the differing images they have discovered. They talk about these differences and look at facial expressions learning about how our faces can often tell the way we are feeling. They also learn about the world around them through many outdoor experiences. For example, they regularly visit a local farm during the year and especially throughout the lambing season, where they witness lambs being born. They learn about caring for young animals and participate in feeding the lambs. Children also have opportunities to make wormeries and look at bugs, investigating, for example, how many spots a ladybird has. In discussion, the childminder explains how she will ensure that the needs of children with special educational needs and/or disabilities, and English as an additional language are met. For example,

she obtains as much information as possible about each child's individual needs from parents and agrees with them how they can work together to meet these needs. Children are provided with superb activities to enhance their creativity. Children develop good manipulative skills as they play with a variety of resources that are appropriate for different ages and stages of development. For example, they enjoy play dough and cookery. They make many creations and take them home, for example, masks and fridge magnets at Halloween, windmills and paintings. Children are gaining good skills in communication and language. This is achieved because the childminder promotes children's thinking and vocabulary as she asks them open-ended questions. For example, she encourages very young children to talk about their chalk drawings and name who they have drawn. The conversation is then further developed as they chat about their siblings being at school. Children learn through their play about keeping themselves safe. For example, they listen to stories and watch their favourite television programmes where characters rescue and help people in emergency situations. They are also involved in the practising of the emergency evacuation procedure. Children understand and adopt healthy habits, such as good hygiene practices. They develop an awareness of where our food comes from as they plant and grow vegetables that they can eat.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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