

Inspection report for early years provision

Unique reference number	268472
Inspection date	28/02/2011
Inspector	Sally Smith
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 her partner, one adult child and a child aged 12 years in Nuneaton. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder takes and collects children from local schools and pre-schools. The family has two dogs.

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. There are currently four children within the Early Years Foundation Stage who attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a sound knowledge of the Early Years Foundation Stage implementing it well in her daily practice. She establishes warm yet professional partnerships with parents to ensure the needs of all children are met. She takes great pride in all areas of her work and is keen to make continual improvements to her practice in order to promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- further extend opportunities to use training made available by the local authority and other sources to enhance and develop skills
- improve risk assessments further to ensure that they cover each type of outing.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of safeguarding procedures and clearly recognises the signs and symptoms of abuse. Should she have any concerns about any of the children in her care she would not hesitate to contact the relevant agencies. She is fully committed to ensuring that all children in her care are protected from harm. The safeguarding policy is shared with parents so that they are aware of the childminder's and their own responsibilities in this process. Appropriate checks have been undertaken for the childminder and all family members ensuring they are suitable to be in contact with children.

Children's safety is paramount and a thorough assessment of the indoor and outdoor environments minimise potential hazards. A written risk assessment is maintained and whilst this includes a general overview of outings and how children will be kept safe, it does not highlight each outing undertaken and any risks pertaining to specific venues or locations. However, naturally occurring events such as a fire engine going past with its siren blaring prompts discussion regarding fire safety and why it is important to be vigilant at all times. Emergency evacuation procedures are practised regularly. The premises are bright, warm and welcoming with sufficient resources to promote children's interest in their play and learning.

Effective partnerships with parents and carers are integral in ensuring that children are fully supported and their individual needs met. Parents are made to feel valued and welcomed. Their opinions are actively sought, through discussions and consultation, in respect to the childminding provision. The childminder regularly consults parents in a gentle, sensitive manner to establish preferences regarding their child's care and learning. She is respectful of their views whilst outlining her own responsibilities in delivering the Early Years Foundation Stage. Parents are provided with regular information about the setting and their child's achievements and progress. The sharing of children's individual learning journeys and regular daily conversations in respect of each child's progress contributes towards children's positive outcomes and encourages parents to actively contribute towards their child's education. The childminder is keenly aware of the importance in establishing effective working relationships with other early years settings that children attend. She takes the initiative in this, for example, introducing herself to staff at the local pre-school so that they are aware of her involvement with specific children. She is able to establish what children are learning so that she can further consolidate this whilst they are in her care.

The childminder is very committed to her role in supporting children's development and is continually seeking ways to improve. She recognises that training is integral to this in order to enhance her own professional development. Through self-evaluation, she has prioritised this as a future area for improvement. She seeks to engage parents in the evaluation process so that the needs of all children are addressed. This results in children thriving in a stimulating and fun environment where their full potential is realised.

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

The childminder is highly motivated and focused on the needs of the children in her care. Positive interactions between herself and the children enhance their learning and development considerably. She devotes uninterrupted time to their needs, supporting them when necessary but also allowing their play to continue uninterrupted. This enables children to use their imagination, express their thoughts and ideas and work out solutions for themselves. Children play in the vets and wrap their dogs in blankets. A child says that a blanket is 'a bit too big' and suggests that the childminder cuts it to make it smaller. The childminder praises the child's ingenuity but explains that in cutting the blanket it will be left with

frayed edges so bits will get everywhere. However, she explains that this can be remedied by using her sewing machine which she will get out later. In the meantime she suggests using something smaller. Children are confident to approach the childminder, for example, a child hands her a leaflet from their vets role play and says 'can you tell me about ticks again'. Children negotiate, take turns and play extremely well together. The childminder knows when to join in their play, extend their discussions through open questioning and enrich their vocabulary. A child plays with the trains and asks 'What's this?' and the childminder says that it is a buffer and explains what it does.

Children enjoy listening to stories, mark making and recognising letters and sounds. The children make lists before going to the shops. The childminder draws a banana and writes the word underneath. A child says 'it looks like a sausage' but another child states that it must be a banana 'because it starts with a b'. Children have made their own white boards, personalising these with their own designs and names. These have been laminated so that children can use them time and time again.

The childminder carries out spontaneous and planned observations on children. However, she does not consistently use the 'Development matters' prompts to assess children's progress and plan for their next steps. Children's learning journeys are shared with parents and they can contribute towards these should they choose. The childminder liaises with other early years settings that children attend so that information can be shared.

Children are encouraged to eat a balanced, nutritious diet. A child overhears the childminder talking to the inspector about healthy eating and says 'we don't have sweets here do we'. The childminder responds 'no we have fruit and yoghurt instead'. An allotment encourages children to develop an interest in food as they grow their own potatoes, carrots, onions and raspberries. They enjoy preparing and eating these once they have been dug up or picked. Cooking is another favourite activity and encourages the children to describe, question and follow instructions. Children eat their lunch out once a week and regularly choose their favourite pizza. They recognise that everyone has their own preference regarding toppings. These outings help children to socialise and understand what is expected of them regarding manners and good behaviour. Children behave well, playing cooperatively and responding to instructions from the childminder. They are totally absorbed in all that they do, demonstrating a high level of concentration.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	1

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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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