

Inspection report for early years provision

Unique reference number	EY347348
Inspection date	10/07/2012
Inspector	Hayley Lapworth

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2007. She lives in Kenilworth, Warwickshire with her child who is three years of age. The family have four pet cats. There is one step to the front door of the childminder's house. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children attending, seven of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of the welfare requirements and has effectively implemented these into the service she provides. She plans for children's learning and tracks their development. The childminder has good systems for promoting children's health, safety and well-being. Space and resources are effectively organised which supports children in selecting their own play. The childminder demonstrates a good capacity to maintain continuous improvement as she effectively identifies her strengths and areas for improvement. Partnerships with parents and other providers are, generally, in place and effective.

What steps need to be taken to improve provision further?

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

- improve the information given to parents by ensuring that policies and procedures are reviewed and updated regularly
- develop the opportunities for partnership working where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The childminder has clear safeguarding policies and procedures, which she understands and follows to ensure she takes prompt appropriate action if she has any concerns about a child in her care. Parents are aware of the childminder's role to protect children from harm as her policies are made available to them from the onset of care. Children's welfare is also promoted. Prior to the commencement of care the childminder obtains all required

agreements and information about them and their families. The childminder keeps her knowledge of childcare practices up-to-date by attending short courses and she has a childcare qualification. Consequently, this positively impacts upon the service she provides.

The outcomes for children and their families are consistently improved. The childminder's planning for improvement and effective self-evaluation ensure she takes account of parent's and children's views. The childminder identifies her strengths as providing a fun environment taking into consideration children's individual needs and interests. The childminder organises her home and resources effectively in a way that encourages children to select what they would like to play with. Therefore, they are gaining skills in becoming independent.

Parents have completed questionnaires about the service they receive. The childminder shares they are happy and feel their children are safe and comfortable in her home environment. A prospectus about the service is available which contains many of the childminder's policies and procedures. However, some of this information is out-of-date and incorrect. Therefore, parents are not always fully informed. The childminder understands her role to liaise with other providers to ensure continuity of care and learning for children attending more than one setting. However at present she is not effectively sharing information about their learning and development. This may potentially impact on the progress children make.

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

Children are happy and settled in the childminder's home. They seek her attention and are comforted in less familiar situations. For example, they indicate they would like to be held and cuddled on the arrival of unfamiliar visitors. All ages of children enjoy the range of experiences on offer and make good progress in their development. The childminder observes children in their play and uses this information to assess their individual stages of development. She plans next steps to enhance the children's learning. Or alternatively she provides further opportunities for them to develop in areas in which they may need additional support.

Children develop good skills for the future. They become increasingly independent during snack and tidy up times. For example, very young children are encouraged to help put the bricks away before accessing more toys. The childminder supports them in a fun way to do this and offers them heaps of praise each time they manage to put bricks into the container. Therefore, they feel good about themselves and are becoming confident in their surroundings. Older children are also encouraged to be kind to one another and behave well. The childminder uses a reward scheme which involves using a star chart and praises children for a job well done. Children are learning to appreciate the wider community and talk about what they observe. For example, the childminder discusses that older children ask questions about why some Muslim women wear burkas. Resources which promote

positive images are available in a range of books and the childminder loans multicultural dressing-up costumes from her local resource centre. Therefore, children can dress up and play the role of different people they meet in our society.

Children explore different materials at local stay and play sessions, such as sand with sparkly sequins and lavender. They also participate in tending to fruits they help to grow in the childminder's garden. Therefore, they are gaining an understanding about where our food comes from and the natural world. Young children also have access to a range of musical instruments that they experiment with to make a range of noises and sounds. As a result, they are gaining skills in finding how equipment can be used.

Children's welfare is successfully promoted. The childminder works with parents to ensure that she fully understands and effectively meets each child's care, health, dietary or cultural needs. Children have prompt appropriate treatment if they become unwell, have an accident or need medication. Children's routines are carefully followed so that, for example, they sleep in comfort and safety. They are well nourished and have regular drinks of water or milk. Children develop a good understanding of the benefits of a healthy lifestyle. For example, their awareness of healthy foods is extended by discussing what foods are good for their bodies and which foods give them energy. Regular outside play and opportunities to use varied equipment, means children of all ages gain skills which promote their physical development. Children's understanding of their own safety is enhanced through activities. For example, they learn about people who help them and have opportunities to meet fire officers and sit inside a police car.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met