

Inspection report for early years provision

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Inspection date	11/09/2009
Inspector	Adelaide Griffith
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 1994. She lives with her husband, one adult child and one child aged 12 years. The childminder's husband is also her assistant. They live in Coventry close to shops, local schools and parks. The whole of the ground floor of the childminder's home is used for childminding. The first floor bathroom is also available for use. There is a fully enclosed garden available for outside play. The childminder has a pet snake, fish and stick insects.

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 group. She is currently minding one child in the age group. She also offers care to children aged over five years to 11 years. The provision is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from local schools. She attends local groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are valued as individuals and their needs are effectively addressed. Children's welfare is, on the whole, competently safeguarded. The stimulating environment ensures that children make considerable progress in their learning and development. The strong partnership with parents supports children's care and learning well. The childminder monitors the provision consistently and has clear plans to make further improvements that develop the service for the benefit of children and their families.

What steps need to be taken to improve provision further?

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

- produce an action plan to show how risk assessments will be conducted to cover anything with which a child may come into contact and maintain a record of all these aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 24/09/2009

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

- improve the system to use information gained from observational assessments to identify consistently the next step in children's learning as set

out in the early years practice guidance.

The effectiveness of leadership and management of the early years provision

The childminder has a well developed knowledge of safeguarding and appropriate procedures are in place to ensure that all adults living on the premises are vetted. The childminder maintains her suitability to practice by keeping abreast of initiatives in the early years sector. Although, the environment both indoors and outside is checked daily, records of risk assessments are not available to identify how it is made safe by minimising potential hazards to children. All procedures required for the smooth running of the setting are implemented.

The childminder has a clear vision to ensure that each child achieves their potential. Regular changes are discussed with assistants and improvements are made to support children's learning more effectively. For example, a wider range of books is available and children have access to resources which promote their learning more fully in areas of their specific interest. With her assistant, the childminder regularly monitors the running of the setting and this contributes to children's care and learning effectively. One of the strengths of the setting is the high level of communication with parents. The childminder shares information about children's experiences daily and parents have access to the learning journeys which provide examples of children's progress in the Early Years Foundation Stage. There is a long established partnership with parents and the childminder creates a welcoming atmosphere in which children and their families are totally at ease. The childminder is aware of the requirement to collaborate with other early years providers in order to support children's learning effectively. At the present this relationship is at an early stage but the childminder has firm plans to develop these further for the benefit of the children.

The childminder is thoroughly informed about children's individual needs and attends to these as agreed with parents. All children have opportunities to mix with others from different backgrounds and the childminder has obtained a wide range of resources to promote children's understanding of disability as recommended at the last inspection.

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

The childminder has a clear understanding of activities that support children's learning in the Early Years Foundation Stage. Her enthusiasm extends children's interest effectively. For example, an outing to the local woods is used to set the context for a story and this is followed by colouring activities. The environment is child-friendly with resources within reach and they are free to change these as they wish. A caravan in the garden is used imaginatively as a playhouse where children can be engrossed in a wide range of play activities. The childminder makes use of local facilities such as yoga classes to help children develop interpersonal, physical and coordination skills. As a result children's imagination is

actively promoted as they join in with physical movements to that express a wide range of ideas.

Children are making consistent progress in all areas of learning. They enjoy activities such as painting eggs and they demonstrate creative thinking by making figures from soft, pliable materials. Children work well independently by developing role play with dolls. The childminder is clearly aware of children's preferences and plans accordingly. Some children take pleasure in completing jigsaws and she ensures that there is a selection easily available. Challenge is included by providing more complex examples with smaller pieces. The childminder observes children's skills consistently and identifies their achievements. However, the next step in learning is not consistently clarified. Consequently, children's learning is not always fully promoted. In spite of this they are making good progress in their learning and development. Children count confidently and repeatedly identify numerals correctly. They are developing problem solving skills which they apply to count down to events. Children express themselves clearly and they are able to explain issues well. For instance, they provide valid reasons why adults cannot wear children's shoes by stating that they are too small. Children demonstrate effective balancing skills through riding around on bikes and through play on a low trampoline.

The welfare of the children is competently promoted. For example, children are gaining a precise understanding of keeping safe due to participation in fire drills and they demonstrate their part in the evacuation procedure. They are secure in the childminder's home and call her when they need help. The childminder is prompt in her response to requests and this means that children have a sense of being valued. Children's good health and wellbeing are encouraged. Consequently, they explain clearly the importance of washing hands after using the toilet and before eating. They have opportunities to play outside or to walk on a daily basis. The childminder talks consistently to children who are praised frequently and this contributes to their good behaviour. Children demonstrate their appreciation of the setting by spontaneously taking responsibility for tidying away. Their self-esteem is appropriately raised due to the childminders' acknowledgment of their effort.

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	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	1

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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 (Suitability and Safety of Premises and Equipment) 24/09/2009

To comply with the requirements of the voluntary 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 (Suitability and Safety of Premises and Equipment) 24/09/2009