

Inspection report for early years provision

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Inspection date	10/09/2009
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 1992 and works with her husband who is also a co-childminder. They live with four adult children in Coventry close to schools, shops and parks. The whole of the ground floor of the childminder's home is used for childminding. Children have access to a nearby park for play. The childminder 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. She is currently minding three children in this age group. She minds with a co-minder and together they may care for a maximum of seven children. She also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local schools. She attends local groups on a regular basis. Both childminders take equal responsibility for the childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-worker provide a welcoming environment in which children's welfare is successfully promoted. All are treated as individuals and their needs are met effectively. Children are making very good progress in their learning and development. The trusting partnership with parents supports children's care and learning substantially. There is a well established relationship with other early years providers and this contributes positively to children's education. The childminder is proactive in making changes to the provision and has plans for further development for the benefit of children and their families.

What steps need to be taken to improve provision further?

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

- improve the system for obtaining information from parents when children first start in the setting in order to support their development towards the learning goals more effectively.

The effectiveness of leadership and management of the early years provision

The childminder has a substantial understanding of safeguarding and child protection issues. All adults living on the premises are vetted and they are aware of their responsibility to safeguard children's welfare. The environment indoors is kept safe due to thorough risk assessments that identify potential hazards, and the

steps taken to minimise these to protect children. The childminder takes overall responsibility for maintaining records, policies and procedures required for the efficient running of the setting and all are in place.

The childminder is committed to improving the service and has made changes continuously in order to promote children's care and learning. For example, she has purchased a range of materials and actively researches to implement new ideas for activities such as arts and craft that help children to thrive. Additionally, she has made changes that ensure more effective planning for children's learning following attendance on courses. The childminder has clear ideas for developing the setting. She has plans to grow vegetables in order to help children gain an understanding of different foods. Additionally, she intends to widen children's knowledge of other cultures by introducing words to extend their vocabulary in other languages. The childminder demonstrates the capacity to make necessary improvements by addressing the recommendations from the last inspection effectively.

The childminder has worked cooperatively with her co-childminder to build a very successful partnership with parents. They are free to access copies of policies and procedures at all times. The childminder shares information daily about the children's routines and experiences. She generously supports parents by providing additional service, for example, sewing badges on to sweat shirts. Parents comment positively on the high standard of care which is offered to their child and the comforting environment which provides a second home. The childminder frequently asks parents about their view of the setting and is open to suggestions for improvement. Learning journeys are used to share progress with parents consistently. However, information obtained from parents when children first start does not set out their developmental stage clearly. This means that it is not always easy to identify the overall progress made by children in relation to their starting points. Children take work home such as sticking and gluing activities to be completed. The childminder has well established relationships with other early years providers. She has obtained copies of progress sheets and has implemented similar activities to those offered in other settings in order to support children's education effectively.

The childminder implements procedures that reflect a thorough understanding of equal opportunities. She has experience of working with children with learning difficulties and/or disabilities. She understands the importance of agreeing how to meet children's additional needs in order to promote their learning effectively. The setting is inclusive and the childminder offers an equal level care to all children who are treated as individuals. The childminder ensures that resources including the deployment of her assistant supports children's care and learning effectively and this helps children to benefit from activities.

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

The childminder has a substantial understanding of the Early Years Foundation Stage and this supports children's progress towards the early learning goals

significantly. She is highly skilled at promoting positive attitudes to learning, for example, she introduces new experiences and allows children to test their abilities by exploring without adult intervention. She encourages children to choose resources and gives guidance as required. The childminder helps children to learn through daily routines. For example, when walking to and from school they gain an awareness of environmental occurrences and a clear understanding about the changing seasons by observing trees, fields and animals.

The childminder works with her co-childminder to create a relaxed atmosphere. Consequently, children are at ease in the setting and this contributes to their freedom to initiate activities. Young children remain focussed on activities when she leaves the room and they talk confidently with the childminder when she participates with their play. The childminder is highly skilled in using information gained from frequent observations to plan for children's learning. For instance, she includes activities that promote art and craft which children enjoy and they have opportunities to explore materials such as sand and play dough. Children are encouraged to be critical thinkers by asking questions and to develop their play according to their interest and curiosity.

The childminder demonstrates exceptional organisation to promote children's learning. By maintaining a log of children's development the childminder has an overview of their attainment. She ensures that the gaps indicated on the chart are closed by effective planning to meet their individual needs. For example, where children's skills can be developed further she plans accordingly. This means that children benefit from worthwhile experiences across all areas of learning. Children are clearly gaining skills for the future because they are learning to converse with adults and their peers. They are developing the ability to solve problems by counting money on outings to local shops. In addition, children's awareness of roles in the wider community such as the emergency services is effectively raised due to activities.

Challenges are included for children to promote their further learning. Where young children are confident in completing simple jigsaws the childminder provides more complex examples to extend their recognition and problem-solving skills. Consequently, children are beginning to think critically. The childminder is experienced at making learning interesting. For instance, a colouring activity is used to help children to identify shapes and to count wheels.

The childminder implements a wide range of procedures including fire drills to keep children safe. Children demonstrate that they feel secure in the setting by standing close to the childminder during some activities. She is very sensitive to children's emotional needs and allows the same television programmes for a short period as practised in the home in order to provide continuity in care. Children's good health and well-being are competently promoted and they readily wash hands after using the toilet. They are protected against the spread of infection due to the allocation of individual handtowels which are washed daily. Owing to frequent praise children are well behaved and all contribute to the house rules. Children are encouraged to treat others with respect and to be aware of similarities and differences. They learn to cooperate by making decisions about taking turns during activities. Consequently, children's self-image and consideration for others is superbly

promoted. Boys and girls have the same opportunities to play with dolls, cars and construction toys. Children are developing a significant understanding of disability due to discussions with the childminder and the provision of a stimulating range of resources.

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	1
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	2
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

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

Met