

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.

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Description of the childminding

The childminder was registered in 2001 and works with his wife 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. He is currently minding three children in this age group. He minds with a co-childminder and together they may care for a maximum of seven children. He 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.

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 his 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 good progress in their learning and development. The trusting partnership with parents supports children's learning positively and the relationship with other early years providers is developing. 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:

- develop further knowledge and understanding of the Early Years Foundation Stage in order to promote children's progress towards the early 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 contributes to the updating of policies and risk assessments as appropriate.

The childminder has a clear understanding of the need to reflect on his practice in order to identify areas for further improvement. He actively participates in discussions with his co-childminder to make changes that support children's learning more effectively. He is well informed about the strengths of the setting. For example, the inclusiveness and the communication with parents. Continuous improvements are made due to the consistent search for craft ideas, educational work and information about celebrations that help children to thrive. The childminder has plans for further improvement, for instance, to develop the garden in order to provide a safe, inviting play area to promote children's well-being. The childminder demonstrates the capacity to make necessary improvements by addressing the recommendations from the last inspection effectively.

The childminder has worked cooperatively with his 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. He generously supports parents by providing additional service, for example, by taking children to events. 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. Although the childminder does not take responsibility for obtaining information from parents about their child's developmental stage when they first start, he understands the importance of doing so. His co-childminder takes the lead in building the relationship with other early years providers. Nevertheless, the childminder has made some contribution to these partnerships in order to promote children's learning positively.

The childminder implements procedures that reflect a thorough understanding of equal opportunities. He understands the importance of agreeing with parents how to meet children's additional needs with regard to their learning difficulties and/or disabilities. The setting is inclusive and the childminder offers an equal level of care to all children who are treated as individuals. The childminder ensures that resources including the deployment of his 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 secure understanding of activities that promote children's learning and this supports their progress towards the early learning goals positively. He encourages children to persist with activities and provides opportunities for repetition until they are ready to change activities. The childminder is very aware of children's interests. For example, he helps them to develop number skills where they show a preference for counting. He understands the importance of actively promoting children's learning and development. For this reason he participates in imaginative play such as filling up cars at petrol station to encourage children's grasp of the concept of buying goods.

The childminder works with his co-childminder to create a relaxed atmosphere. Consequently, children are at ease in the setting and this contributes to their freedom to initiate activities. The childminder contributes to the planning of activities that support children individually, for example, threading and sewing activities that promote preferences. Additionally, he is alert to new skills that children are developing and discusses these with his co-childminder for the purpose of observational assessments. For example, he notes children's attainment when reading stories and discusses these with his co-childminder to clarify how planning is used to promote the next step for children's future learning. However, there are some aspects about which the childminder does not express sufficient clarity. This means that at times children's learning may not be fully promoted in such instances.

The childminder demonstrates good understanding of providing challenges. Where young children are confident in counting he introduces resources to extend their numeracy skills. The childminder talks and listens to children. Consequently, they develop skills for the future by learning the conventions of conversation. Additionally, they are developing the ability to solve problems by counting money on outings to local shops. The childminder implements a wide range of activities that covers all areas of learning to provide interesting and rewarding experiences. For instance, children use cutters with good control when playing with dough and they express creative skills through marble painting. They enjoy play with a selection of resources that are used to make tractors and this promotes their fine muscle skills effectively.

The childminder implements a wide range of procedures including fire drills to keep children safe. Children demonstrate that they feel secure in the setting. They play independently and also interact positively with adults. 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. The childminder takes a firm, but sympathetic approach to managing children's behaviour. For example, he reminds them of the rules to which they have contributed and he acknowledges their willingness to work with others. Consequently, they are learning the boundaries of behaviour.

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 and some routines. Consequently, children's self-image and consideration for others are 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	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	2
The extent to which children make a positive contribution	1
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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