

Inspection report for early years provision

Unique reference number	EY252879
Inspection date	31/03/2010
Inspector	Carol Johnson
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 has been registered since 2003. She lives in Coventry with her husband and two children aged 13 and 11 years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor of the childminder's home, plus a bathroom on the first floor, is used for childminding purposes. There is a fully enclosed garden available for outdoor play. Access to the front entrance of the childminder's home is via a low step.

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 six children in this age group. She also offers care to children aged over five years.

The childminder supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The childminder is a member of the National Childminding Association and holds a recognised early years qualification. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are settled because the childminder works successfully in partnership with their parents and knows their individual needs and personalities well. They are making good progress in their learning and development because they have access to a wide variety of resources and activities that excite and engage them. Children's behaviour is exemplary and they display high levels of confidence and self-esteem. Diversity is actively celebrated and seen as a strength that can be used to enrich the learning environment and to help children develop a positive attitude towards themselves and others. Most required paperwork is in place and the childminder is constantly evaluating all aspects of her service to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- explore further ways of using resources flexibly to facilitate children's play and exploration.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All adults in the household have been suitably vetted and the childminder demonstrates a sound knowledge of child protection procedures. A clear safeguarding policy supports her practice and this is shared with parents. A wide range of safety precautions are in place and a combination of thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised. All adults in her home are suitably vetted and children are not left unsupervised in the care of adults who have not been suitably checked. Documentation is generally maintained very well and helps to ensure the safe and efficient management of the setting. Emergency contact numbers and children's health information are recorded and contracts between the childminder and parents are regularly reviewed.

Children flourish in the childminder's care. The well-organised and attractive environment she provides creates an atmosphere that is conducive to both learning and having fun. Children's independence and freedom of choice is enhanced because resources are plentiful and thoughtfully stored and presented. The childminder loans additional toys to enhance and add variety to children's play and she also makes good use of local community facilities. The childminder is enthusiastic about what she does and is committed to improvement. She has attended a wide variety of training and is in the process of completing a degree in Childhood and Youth Studies. The childminder is constantly reviewing her practice and uses the Ofsted self-evaluation form to assist with her reflective practice. She confidently describes her strengths and the things she wishes to improve and a recommendation raised at her last inspection to review her medication recording systems has been fully addressed.

The diversity of individuals is extremely well valued and respected and the childminder actively promotes equal opportunities, ensuring that all children and families feel welcome, included and safe. Children's individual needs are well known and consistency of care assured because the childminder is well aware of the value of working in partnership with parents and others involved in children's care and education. She has formed good relationships with parents and keeps them well informed about their children's achievement, well-being and development. Letters received from parents and shown at inspection include lots of positive comments on the quality of the service that she provides and how happy children are in her care. The childminder communicates with parents in ways that suit them and these include daily chats, photographs, emails, questionnaires and daily diaries. She also shares her written policies and procedures and these clearly outline her service and provide useful information for parents.

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

Children are making good progress and are effectively supported by the childminder who knows them well. She observes and assesses the children on a

regular basis and uses what she finds out, together with information gained from parents to plan for their next steps. She thoughtfully considers children's needs, interests and preferences when planning experiences and if necessary adjusts activities to suit the various abilities of the children she cares for. Children are encouraged to make choices and the childminder suggest themes for activities and asks older children for their opinions and ideas. Resources to support children's play and learning are plentiful and good quality. The majority are stored in the back room and are kept in clearly labelled storage boxes. The childminder puts out a selection of resources for younger children based on her knowledge of what they like and need and these are changed throughout the day in response to their play and level of interest. However, these are not always used to best effect and this somewhat restricts children's ability to get the most from their play and experiences. The childminder is exploring ways of addressing this, for example, by using peg boards not only for counting and colour recognition but also for printing and mark making.

Children are very happy and having fun. Experiences available to them are varied and stimulating, for example, they engage in imaginary play, look at books and play with musical instruments. Children are at ease with the childminder and she encourages them to be inquisitive and active learners through posing questions that encourage them to think and problem solve and providing toys that encourage them to explore and investigate. Children are happy to play both independently and alongside others and the childminder is close at hand to offer support if necessary. The childminder actively encourages all children to help each other and older children share their knowledge and experience with the younger ones and this helps to raise their self-esteem and provides them with a sense of responsibility.

Children's health is promoted well. They engage in regular physical activity both indoors and outside and hygiene routines are thorough and routinely reinforced through discussion and everyday practice. Children's dietary needs and preferences are met because parents provide food for mealtimes. The childminder encourages healthy eating as she provides some guidance for parents as to the food she expects within their children's lunch boxes and talks to children about foods that are good and bad for their health. Safety is routinely reinforced and children are learning to protect themselves as they are taught about road safety on outings and take part in regular emergency evacuation drills. House rules are clearly explained to all the children and good manners and behaviour are afforded a very high priority. The childminder provides children with a positive role model and has a very warm and caring manner. She is firm but fair and successfully motivates children to achieve and behave through plenty of praise and displaying positive body language. Children have a strong and positive self-identity and the childminder provides a wealth of resources and experiences that help them to develop a positive self-image and a knowledge and understanding of the wider community. They learn about a range of cultures, festivals and languages in meaningful ways and resources that reflect the diverse world in which we live are easily accessible and fully integrated into the selection available to children.

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	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	2
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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