

Inspection report for early years provision

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Inspection date	11/11/2009
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 2004. She lives with her husband and two children aged seven and 11 years in the Chapelfields area of Coventry, close to schools, shops and play areas. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play. She has a cat.

The childminder is registered on the Early Years Register to care for a maximum of three children under five years at any one time. She is currently minding five children in this age group. The childminder is also registered on the compulsory part of the Childcare Register to care for a maximum of two children at any one time.

The childminder attends local parent and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children well and she is very responsive to their individual needs. Children are making good progress in their learning and development in relation to their starting points. The childminder ensures that children's welfare is competently safeguarded. There is a strong partnership with parents and other early years providers and this contributes effectively to children's care and learning. The childminder consistently reviews her practice and makes changes that improve outcomes for children. She has plans for further development of the setting for the benefit of the 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:

- take appropriate steps to fulfill responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department.

The effectiveness of leadership and management of the early years provision

The childminder has a well-developed understanding of how children learn and this supports their progress towards the early learning goals effectively. The childminder is well informed about child protection issues and she is committed to safeguarding children. All adults living on the premises are vetted. The environment, indoors and outside, is kept safe due to comprehensive risk assessments that ensure that all potential hazards to children are minimised. All records for the efficient running of the setting are available to meet the needs of

the children who attend.

The childminder reviews her practice regularly. She has made changes to the outside play area by providing a playhouse that can be used all year round to promote learning effectively. The childminder has a precise vision of her practice evolving in line with changes in society in order to help children make sense of the world around them. For this purpose she has prioritised attendance on further courses, for example, improving her knowledge and understanding of the Early Years Foundation Stage. The childminder is in the process of devising a yearly appraisal form for parents to comment on the standard of care and education so that gaps in the provision can be identified and addressed promptly. The childminder demonstrates a capacity for making necessary improvements by addressing the recommendation from the last inspection effectively.

There is a close working relationship with parents who have unhindered access to copies of policies. When children first start the childminder obtains comprehensive information about aspects of their development, preferences and dietary requirements. She prepares balanced meals daily but as yet has not registered with the local authority. She agrees with parents how children's individual needs are met and encourages the implementation of specific strategies that promote children's care and learning in the home. Parents are consistently invited to look at children's learning journeys and together they explore additional activities that may promote children's learning further. The childminder understands the importance of sharing information with other early years providers. For instance, she consistently provides a diary for children who attend other settings, and a summary of the developmental stage is available for those children who are moving on.

The childminder actively promotes equality of opportunity and she is prepared to challenge any form of discriminatory behaviour. She supports children in developing an awareness of disability through contact with others and by discussing related issues. Children have opportunities to mix with their peers from a range of backgrounds. Resources are easily accessible and the childminder ensures that those that are out of children's reach are available on request.

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

Children are making consistent progress because the childminder has an understanding of making learning stress free. She extends activities by talking about road safety and then encourages children to draw pictures that represent cars. Through play children recall activities of daily living and demonstrate how they brush their teeth. Furthermore, they demonstrate an understanding of established routines, such as, using wipes to clean hands before snacks. The childminder interacts constantly with the children and this promotes their language skills effectively. She consistently encourages the development of self-help skills by inviting them to join in with tidying away and they replace bowls spontaneously on the dining table when they have finished eating.

Children are cared for in a stimulating environment with a broad selection of resources. These are rotated frequently to provide variety and to maintain children's interest. A digital photo frame is available at children's level and they regularly comment on the changing images of others who attend the setting. Children identify their own photographs and, at times, laugh and talk about these. This means that children's self-image is promoted positively and all have a sense of belonging. When offering a choice of resources the childminder asks children to name the colours. Additionally, she works with children's preferences and supports them in identifying several items of a similar colour in order to reinforce their learning. Children enjoy their time at the childminder's and all are actively involved in activities. They remain engrossed when the childminder leaves the room for short periods.

The childminder aims to support children in achieving their potential in all areas of learning. For this purpose she carries out observational assessments regularly to identify children's developmental attainment. She consistently makes reference to the early years framework and plans for the next step in children's individual learning effectively. During small group activities she adapts her support for children by working with their stage of development. For example, during play with the doll house the childminder asks older children questions that promote critical thinking and younger children are supported by repeatedly naming items and this approach promotes their recognition skills effectively. The childminder includes challenges that encourage very young children to count to two unaided.

Children demonstrate their understanding of keeping safe by sitting immediately when they are offered drinks. The childminder is vigilant and quickly responds to children's actions by taking away small items which they attempt to put in their mouths. She then provides appropriate explanations why this is not acceptable. Young children are developing caring attitudes towards others. For instance, they share toys without prompts from the childminder and they play together contentedly. Children are developing skills for the future through role-play activities when the childminder talks about paying for items in the shop. They visit places of interest including art galleries and a good selection of programmable resources is available. Children's problem-solving skills are developing through play with jigsaw puzzles and they are gaining a positive awareness of the world due to walks in the neighbourhood and on nature trails.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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:

Met