

Inspection report for early years provision

Unique reference number	EY336997
Inspection date	15/02/2010
Inspector	Hazel Christine White

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 2006. She lives with her partner in a residential area of Coventry in the West Midlands. There are shops and schools within easy walking distance. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder has a rabbit which is kept indoors.

The childminder is registered to care for maximum of six children under eight and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently six children on roll, five of whom are within the early years age range. All children attend part-time. The childminder has an early years qualification to Level 3 and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and make good progress, as they take part in a broad range of interesting and stimulating activities that cover all aspects of their learning and development. The childminder provides an inclusive service, where each child is valued and their individual needs known and met. She effectively engages with parents and is developing sound working partnerships with others in order to ensure continuity of care. Systems for self-evaluation, planning, observation and assessment are fully in place. The childminder is aware of the value of reflecting on her practice and is motivated to continually improve outcomes for children. Most required documentation is in place and well-maintained, although minor amendments are required to ensure that the Early Years Foundation Stage requirements are fully met.

What steps need to be taken to improve provision further?

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

- request written parental permission from all parents at the time of admission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 16/02/2010

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

- develop further partnerships with other early years providers.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder demonstrates a good knowledge of child protection procedures and affords safety a high priority. A sound safeguarding policy supports her practice and is shared with parents so that all adults are clear of their roles and responsibilities in protecting children from harm. Daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised. Documentation to ensure the safe and efficient management of the setting is generally well-maintained. However, the childminder has omitted to ensure that all parents have given their written consent for obtaining emergency treatment or advice for their children, should the need arise in the future, and this could compromise their safety.

The childminder develops strong relationships with parents to ensure that she cares for their child in accordance with their wishes. Information about their care needs and interests are recorded and used as a basis on which to build the children's care and learning. Information continues to be shared on a daily basis, and well-organised 'learning journals', which contain samples of the children's artwork and photographs of them involved in play, keep parents informed of their achievements. Parents comment positively on the care provided by the childminder. Written policies and procedures support her practice well, and ensure that the diversity of individuals is valued and respected. Some of the children also attend other early years settings. The childminder understands the value of linking with these providers to ensure consistency of care; however, partnerships are not yet fully developed.

The childminder is enthusiastic about what she does and is committed to improvement. She evaluates her practice and is constantly assessing what she provides and how outcomes for children can be improved. Recommendations raised at her last inspection have been fully addressed. She has an early years qualification and has attended a variety of training to develop her knowledge and skills and to keep up-to-date with current childcare practice.

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

Children are making good progress in relation to their starting points and capabilities and enjoy their time with the childminder. The childminder knows them well, and works alongside their parents to provide children with activities and experiences that help to meet their individual needs and interest them. She regularly observes children, and records and assesses what she sees in their learning journals. Great care has been taken in making these attractive and easy to read. She talks to parents and children to gain their views, and uses what she has seen and heard to help inform her daily planning. Parents are invited to contribute to children's learning and development records to ensure that they are effectively challenged and supported to reach their full potential.

Children enjoy easy access to a broad range of resources and equipment and they make independent choices about their play and learning. The walls of the main play area are covered with displays, posters, photographs and examples of children's work. This helps the children to develop a sense of belonging and feel valued and at ease in the home. Children are happy to go to the childminder for comfort, reassurance and support, and they display high levels of confidence and self-esteem. They behave well and show a good understanding of expected behaviour because they are gently reminded of the rules and boundaries that keep them safe. They know, for example, that they must help to tidy away toys after use so that they do not pose a hazard to others or become damaged. Road safety is reinforced through discussion and regular practice.

Children's language development is well-supported. The childminder engages in many conversations with the children, encouraging them to respond appropriately to her careful questioning, encouraging them to learn new words during their play. They share books and stories and have many opportunities to make marks on paper as they draw, make notes and paint. Art and craft activities feature highly in the children's day. For example, they make patterns on lanterns and fans in celebration of the Chinese New Year, and use glue and glitter to make pictures and models. Young children concentrate for extended periods of time, fitting different petal shapes into puzzles, learning the concepts of size and shape and developing their hand-eye coordination.

Children's good health is well-promoted as they enjoy regular access to the outdoors, take part in lots of physical exercise and enjoy healthy and nutritious meals and snacks. They show through their actions that they understand the need for good hygiene, such as washing their hands after handling the rabbit and before eating. Children regularly visit local community groups and 'footsteps into books' sessions, and this broadens their range of experiences and helps to develop their social skills. They describe the fun they had when it was snowing and the childminder took them to playgroup on a sledge. Children demonstrate a developing respect for themselves and others. This is fostered through their participation in a variety of activities that explore various religious and cultural festivals and customs and their easy access to a range of resources that portray positive images of diversity.

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	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

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