

Inspection report for early years provision

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Inspection date	10/02/2010
Inspector	Diane Ashplant
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2001. She lives with her husband and two children aged five and 11 years in the Radford district of Coventry. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children at any one time and is currently caring for 10 children, of whom four are in the early years age range. Children are taken and collected from two local schools and the childminder attends a range of groups with the younger children. The childminder is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. The childminder holds an appropriate childcare qualification. The family has a pet bird.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content in this welcoming family home where their welfare, learning and development are mainly well supported. The childminder provides an inclusive environment and liaises very effectively with the parents to ensure she meets children's individual needs well. She shows a good commitment to continuous improvement through attending a wide range of different courses and uses self-evaluation to review her practice. Her partnership with others is one of her key strengths and she uses these to support better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the use of sensitive observational assessments in order to plan to meet children's individual needs and identify their next steps
- review routines to ensure that necessary steps are taken to prevent the spread of infection; this specifically relates to hand-drying.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a clear understanding of her role and responsibilities to protect children from possible harm or neglect and how to pass on concerns appropriately. She has attended training in this area to further develop her awareness. The childminder provides a safe and secure household where all hazards are well addressed and she carries out ongoing visual checks to ensure these are maintained. She has a written risk assessment in place and this includes details of the identified hazards for different outings. All appropriate policies and procedures are in place to safeguard children at all times, such as safe collection and regular fire drills and the childminder takes all the required information from parents to further support their welfare. The childminder is aware

of her responsibility to ensure all those around children are suitably checked or well supervised. She maintains a safe and healthy environment and carries out most procedures efficiently, such as nappy changing and the regular use of antibacterial spray to reduce the chances of cross-infection although her hand-drying routines are not fully effective in promoting children's health.

The childminder has a very good commitment to her own professional development and has attended a wide range of childcare courses to support continuous improvement. She uses these to keep herself well informed of childcare developments and to reflect on her practice and make changes as needed which result in better outcomes for children. She is continually assessing herself and has used the Ofsted self-evaluation form to develop this further. She also regularly liaises with parents to seek out their views both verbally and through questionnaires and keeps a collection of different letters of appreciation from them.

Partnership with parents is open, friendly and works effectively to support all children. The childminder ensures there is a well-organised settling-in process and all the children's details about individual routines, their preferences and developmental abilities are discussed and comprehensively recorded on their 'getting to know you' form. She exchanges useful verbal and written information about herself and her policies at the start and keeps this ongoing through discussion, children's daily contact diaries, photographs and a newsletter. This means parents are always involved in their children's day. She has many links with other early years providers and takes children to different groups in the community to provide a variety of different social and play experiences. She is part of the local inclusion and disability scheme in order to provide a service and meet the needs of a variety of families. She also runs a local toddler group and is part of a quality network scheme.

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

Children settle well in this warm and relaxed environment where the childminder's awareness of the requirements of the Early Years Foundation Stage (EYFS) means their individual needs are generally well met. Children move confidently around the space available and young children are supported in the development of their growing mobility. Children's health is promoted through a balanced and healthy menu of meals and snacks and free access to drinks at all times. They have regular opportunities to support their health through exercise as they play on the equipment in the garden and take regular walks or enjoy games in the park. Children's safety is well maintained by providing a very safe environment where they move easily through the rooms accessing toys of their choice. The childminder develops their own safety awareness through regular reminders about, for example, road safety and 'stranger danger' or telling them not to put their fingers in the bird cage. Children make positive relationships with the childminder who ensures she gets to know them well so she can respond to their individual needs and routines appropriately and sensitively. For example, she seeks out special key words to support communication where English is an additional

language. Children play very well together as they soon settle into the daily routine and develop their confidence and independence through the regular care, attention and praise they receive.

Children benefit from the many interesting play and learning opportunities they receive both in and outside the childminder's home. They attend different early years settings where they enjoy a stimulating range of craft and other activities, such as rhythm-time. They develop their knowledge of the local community and the wider world through the use of diverse resources and activities around other cultures such as a night walk to see the Divali lights. The childminder is aware of the importance of making links with others and therefore engages effectively with, for example, the schools, to ensure children's development is appropriately supported or to access additional opportunities provided by Forest Schools. She makes good use of the local children's centres which means children can use their facilities such as the stay and play group or the allotment for digging and planting.

Children are making good progress in their learning and development as they engage in an exciting range of play sessions and have access to a wide range of resources which support all areas of learning. They work harmoniously together and initiate their own play choices from the accessible selection available, talking and happily engaging with each other and the childminder. For example, they concentrate for some time role playing with the small world figures in the play house discussing with the childminder the differences. The childminder uses her own knowledge of what children like to play with and extends activities around their interests, such as cars, and encourages them to share their own experiences and ideas through discussion and drawing activities. Children use technology to develop their skills and enjoy construction games to build, match and discover how things work. The childminder effectively uses everyday routines, such as walks to school to reinforce children's developing number and colour recognition and discusses what they see around them. The childminder fully supports outdoor learning and so children have regular access to physical equipment in the garden, play with paints and chinks, visit parks for games and nature studies or learn how to make dens in the woods. The childminder understands the importance of observing and monitoring children's progress which she does through photographs, development folders and her daily diary which she shares with parents, inviting their comments on their children's day. She is currently exploring the best way of using her observations to monitor children's individual progress in their developmental folders although her planning for their next steps is not yet fully developed.

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

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

Met