

Inspection report for early years provision

Unique reference number	EY396284
Inspection date	11/01/2010
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 2009. She lives with her husband and two children aged five and 11 years in a residential area of Coventry in the West Midlands. There are shops and schools within walking distance. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for maximum of five 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 three children on roll, all of whom are within the early years age range. She is a member of the National Childminding Association and has an National Vocational Qualification Level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and valued and they are settled and at ease in the childminder's care. They participate in a variety of safe and stimulating activities that help them to learn through play and make good progress in their development. The childminder has secure relationships with parents and regularly exchanges information with them to ensure continuity and consistency of care. She effectively promotes inclusion and securely meets each child's individual needs. Documentation to ensure the safe and efficient management of the provision is well maintained and children's health is effectively promoted. The childminder demonstrates a positive attitude and commitment to continuous development and has recently introduced systems to evaluate her practice in order 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:

- develop further a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of the local safeguarding procedures and is able to recognise child abuse and neglect. Consequently, children are protected from harm. She knows who to consult if there is a cause for concern and ensures that parents are aware of her responsibilities in this respect. They all receive a copy of the child protection policy. Both adults living in the home have been suitably vetted

and visitors are monitored. The childminder's home is secure and daily safety checks, together with written risk assessments, ensure that hazards are identified and suitably minimised both indoors and outside.

Children settle with ease and feel secure because the childminder dedicates time to get to know them and their parents. The home is very welcoming to help children feel a sense of belonging. Toys are out when children arrive and music plays quietly in the background. Rooms are decorated with variety of posters, pictures and children's artwork. Secure partnerships are established with parents. The daily exchange of information, both verbally and through a written diary ensures that children's changing needs are consistently supported. Parents are kept up-to-date with their child's progress as the childminder shares their individual 'Learning Journeys' which records their progress. Children experience high levels of supervision and good individual attention. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and is in the early stages of developing ways to exchange appropriate information with them to ensure continuity of care.

The childminder has devised a collection of well-written policies and procedures that help support her inclusive practice and provide additional information for parents. She dedicates time outside of her minding hours to ensure her documentation is up-to-date and well maintained. The childminder shows a strong desire and commitment to improving the service that she offers to children and their families. She has attended various training courses and works well with the local authority advisers. The childminder informally considers what she does well and what she needs to improve, however systems for reflective practice are still in their infancy and do not yet effectively identify strengths and priorities for improvement.

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

Children are making good progress in their learning and development. They are at ease with the childminder and her family and the atmosphere within her home is happy and relaxed. The childminder demonstrates a secure working knowledge of the Early Years Foundation Stage and how children learn and develop. She is constantly observing children during play and gathers information about children's starting points, individual needs and preferences from their parents. This information is used effectively to identify children's next steps in their learning and to inform the planning of their experiences. Parents are actively invited to share what they know about their children's learning and development and are encouraged to contribute to their children's developmental records.

The childminder plans a variety of activities that engage children and help them to gain the skills that they will need in future life. She interacts well with children and thoughtfully uses everyday experiences to extend their learning. Children have great fun playing a 'street spy' game; they score points for everything they see on their card. For example, a cat or a dog scores one point and an ambulance with the siren's going scores an extra point. Also, the childminder alerts children to the

colours of cars, numbers on houses and the letters and words on signs and street names. Outings help reinforce road safety rules and provide regular opportunities for children to experience plenty of fresh air and exercise.

Children are encouraged to make free and independent choices in their play which is skilfully supported by the childminder who uses open-ended questions to challenge and build on what children already know. They enjoy playing with toys that react when buttons are pressed and they show an avid interest in role play. A cardboard box becomes a hospital and a doll named 'nurse Mary' administers medicines to 'her patients'. The childminder reads their favourite stories, for example, 'The Hungry Caterpillar' and extends their vocabulary by introducing new words such as cocoon.

All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with the children's parents. The childminder demonstrates a positive approach to ensuring children's additional learning needs are met. Children are encouraged to use their home language in the setting and the childminder is keen to learn key words which help children to develop a sense of belonging. Consequently, children thrive in a supportive environment where their learning and progress is maximised. Children behave in a manner that is supportive to their learning; they develop confidence and self-esteem because the childminder gives regular praise and encouragement. They are gently reminded of the rules that keep them safe, for example, tidying toys away to prevent a tripping hazard and not running indoors.

Children's health is promoted well. Appropriate information is exchanged between the childminder and parents to ensure that any medical needs are known and clear procedures are in place for recording accidents and medication. Children are provided with healthy and nutritious food and the childminder helps them to understand why some foods are healthy and others are not. They participate in various cooking activities and are fascinated by the 'fizzing bi-carbonate of soda' they use when making ginger bread. Well-established daily routines ensure that children develop good hygiene practices, for example, as they wash their hands before meals and snacks and are encouraged to use a tissue to wipe their nose to prevent the spread of germs.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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