

Inspection report for early years provision

Unique reference number	EY399604
Inspection date	19/04/2010
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 three children aged nine, five and 11 months 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 together with the upstairs bathroom are used for childminding. There is a fully enclosed garden area available for outdoor play. The premises are accessible via two steps leading up to the front door.

The childminder is registered to care for maximum of four children under eight and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll who attends on a part-time basis and is within the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is recognised and valued and they are happy, settled and at ease in the childminder's care. Resources are deployed well and children participate in a variety of stimulating activities that help them to learn through play and make steady progress. Positive links are well established with parents and other agencies involved in supporting children's individual needs. The childminder's practice is fully inclusive where all children are respected and treated with equal concern. She demonstrates a sound capacity for improvement, however systems are in their infancy and are not yet fully effective in improving outcomes for children. Most required documentation is in place and well maintained, although some 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:

- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 20/04/2010
- provide parents with the procedure to be followed in the event of a child going missing and a parent failing to collect a child at an appointed time (Safeguarding and promoting children's welfare). 26/04/2010

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

- lead and encourage 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

Children are appropriately safeguarded. The childminder is able to recognise child abuse and neglect and would not hesitate to report any concerns. She understands the Local Safeguarding Children Board procedures and has relevant guidelines to refer to should the need arise. Her home is secure and positive steps are taken to protect children's safety in the home, for example, safety catches are fitted on some low-level cupboards in the kitchen and plug socket covers are in place. The childminder has conducted a risk assessment and carries out daily visual checks of her home.

Friendly relationships exist with parents and they comment positively on the service that she provides. Children are cared for in accordance with their parents' wishes and 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 is shared on a daily basis with parents regarding what their children have enjoyed during the day, and what they have achieved together with information about their care. Written policies and procedures are in place and these help to support the childminder's inclusive practice. Parents receive their own copies and have also signed many consent forms. However, children's safety could potentially be compromised because the childminder has overlooked obtaining written parental permission to the seeking of any necessary emergency medical advice or treatment and providing parents with the procedure to be followed in the event of a child going missing or a parent failing to collect a child at an appointed time.

The childminder shows a sound desire and commitment to improving the service that she offers to children and their families. She has completed several courses since registering and regularly networks with other childminders to exchange ideas and share good practice. She is aware of the value of working in partnership with others and demonstrates a positive attitude towards doing so. For example, she liaises very well with the nursery a child also attends, to ensure consistency of care for the children and is aware of how to access support from outside agencies to support children's care if necessary. Systems for reflective practice are still very much in their infancy. They do not yet effectively identify strengths and priorities for improvement or consider the views of others, for example, parents and children.

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

Children are happy and making steady progress in their learning and development. The childminder demonstrates a secure working knowledge of the Early Years

Foundation Stage and how children learn and develop. She constantly observes children during play and records some of what she sees. She gathers information about children's starting points, individual needs and preferences and she ensures that planned experiences are inclusive, developmentally appropriate and reflect children's interests. The information she gathers is effectively used to assess individual children's progress and identify their next steps. Parents are invited to contribute to their children's developmental records. As a result, children are appropriately challenged and supported to reach their full potential.

The childminder plans and implements a variety of activities that engage children and help them to gain the skills that they will need in future life. They go to networking groups and these help to promote their social skills and broaden their range of experiences. Children learn to share and take turns in their play and regularly mix with other adults and children. Also, they take part in activities designed to increase their knowledge and understanding of the wider community. For example, they explore various religious and cultural festivals through craft, stories and food tasting. They recall how they made Easter cakes and took part in an Easter bonnet parade wearing hats which they made themselves. Children are keen to participate in the experiences available to them and are happy to play both independently and with others. Resources are plentiful and help to promote children's learning in all areas. They are able to select resources for themselves as they are thoughtfully stored to encourage children's independence and curiosity.

The childminder listens to what children have to say and skilfully extends their learning through asking questions and showing interest in their responses. Children share books, enjoy listening to their favourite stories and have many opportunities to make marks on paper as they draw and make notes. Art and craft activities feature highly in the children's day. They make sun catchers, picture frames, finger puppets and cards for special occasions. Children display good manners and show care and concern for others. The childminder provides them with a positive role model and is calm and caring. Affection is readily given and children receive plenty of acknowledgement and praise for their good behaviour, effort and achievement. Consequently, children display high levels of self-esteem.

Children's health is promoted well. They follow good hygiene procedures and enjoy plenty of physical exercise and outdoor play. They regularly play out in the childminder's garden and indoors they take part in action songs. Also, they visit local parks where there is a wider range of large play equipment and plenty of space for children to run around and expend energy. The childminder provides hot and cold snacks that include plenty of fresh fruit and vegetables. Children's awareness of the benefits of a healthy lifestyle is promoted in a variety of ways, for example, in discussion and through planned activities, such as making their own pizzas and sandwiches. Children are learning to keep themselves safe. They practise road safety whilst out and about in the local community and the emergency evacuation procedures are regularly practised. The childminder gently reminds children why some house rules are in place. For example, she explains to children that they must not climb on furniture because they might fall and hurt themselves.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	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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