

Inspection report for early years provision

Unique reference number	EY404801
Inspection date	08/09/2010
Inspector	Lucy Showell

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 2010. She lives with her husband and one adult child, one child aged nine and a stepchild aged 14 years in a residential area in Binley, Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed decking area available for outside play. Children are also taken on local outings, including regular attendances at the local carer and toddler groups. The family have a pet cat.

The childminder is registered to care for six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage, some of whom attend on a part-time basis. The childminder also offers care to children aged up to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with special educational needs and/or disabilities, and those who speak English as an additional language. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this warm and welcoming homely environment. They make good progress in their learning as they enjoy a variety of well-organised and stimulating activities. Most documentation is in place to enable the safe management of the provision and the childminder respects and values the individuality of each child in her care. She discusses all requirements and preferences with parents to ensure needs are inclusively met and individual routines are followed. The childminder demonstrates good capacity for continuous improvement. She is beginning to evaluate her practice, has gained an additional qualification and is attending supplementary training courses to promote her knowledge and skills further.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested to the seeking of emergency medical advice or treatment in the future (Safeguarding and Welfare). 22/09/2010

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

- adopt a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- use the detailed information on the six areas of learning and development to help observe, plan and assess your activities with the children based on their individual development and needs.

The effectiveness of leadership and management of the early years provision

The children are well protected by the childminder who has effective safeguarding procedures. Relevant contact details are in place and she has a clear understanding of the signs of possible abuse, gained through recent training. The childminder maintains up-to-date written information. For example, a good range of robust policies and procedures are available and informative displays of certificates, registration and insurance documents are easily viewed. She has a clear knowledge of her responsibilities with regard to conditions of registration and how to meet the welfare requirements within the Early Years Foundation Stage. All necessary records are maintained for hours of attendance, medication, accidents and existing injuries. However, written parental permission has not been requested to the seeking of any necessary emergency medical advice or treatment in the future from all parents. This could potentially impact on children's well-being in an emergency.

Suitability checks are completed and the childminder is aware of the protocols, such as recording all visitors and informing Ofsted of other adults in the house. Space and resources are organised well and the childminder checks her home regularly to ensure hazards are kept to a minimum. For example, the house is secure and equipment is suitable and safe for the ages of children attending. Clear risk assessments are in place and records of the checks carried out and any actions taken are effectively maintained. The childminder is beginning to assess her practice and investigate possible monitoring systems. She recognises the value of the Ofsted self-evaluation document although she has not yet started to complete it. Through discussion, she demonstrates how she hopes to use the knowledge and skills developed, through the training attended and discussions with other childminders, to continually improve the quality of the provision for the children that she cares for.

The childminder regularly reviews her documentation and checks the quality and suitability of resources to ensure sustainability of her provision. She shows some good awareness of environmental issues and shares this with the children by reusing resources and visiting recycling centres. The childminder does not currently care for children with special educational needs and/or disabilities or children who attend other early years provision but she fully understands the importance of partnership working, should the need arise. She works well with parents by providing useful information about her services, obtaining valuable information from parents before care commences regarding children's health and welfare needs and sharing daily news effectively. The childminder is considering varied

methods of gaining parents opinions of her provision to include in her evaluation processes.

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

Children are confident and settled in this warm and welcoming environment. Their sense of belonging is promoted as they are encouraged to self-select from the range of toys available which are age-appropriate and promotes positive images of diversity. The childminder adopts a calm approach to the children, encouraging good behaviour through opportunities to share favourite resources. Children learn the importance of keeping safe as they receive gentle reminders during play such as being careful as they get up from hiding under the table. They show good awareness of their personal hygiene as they wash their hands thoroughly before and after lunch and creative activities or outside play. Children's meals and snacks are provided by their parents. The childminder encourages the children to select healthy options first from the lunch boxes and free access to individual drinks throughout the day ensures they are suitably hydrated. Space is organised effectively and provides children with opportunities for messy play, free and physical activities and relaxation or sleep.

The childminder demonstrates a good knowledge of the children in her care and fosters their individual needs appropriately. Children's achievements are identified through discussions with parents and observations during play. Consequently, the childminder provides stimulating and well-organised experiences to encourage further development. An effective system for recording this progress is being developed. However, reference to the specific areas of learning and development for all the children and their next steps are not always clearly identified. The childminder liaises effectively with parents gaining information about their child's abilities and interests. She continues to build on this through sharing examples of the children's creations and photographs of various fun activities at the setting and on outings. The childminder interacts well with the children, asking age-appropriate questions and responding positively to their actions.

There is a good balance of adult-led and freely-chosen or child-initiated activities. At the setting children select favourite resources from the equipment that the childminder has set out for them. They enjoy a good range of puzzles and shape sorters, which develop their understanding of shape, size and colour, and number skills are developed as children count bricks as they build towers together. Children's creativity is valued as they like to paint, draw and colour. Displays of their creations adorn the wall and are used during discussion. For example, children have recently been on summer holidays and many have visited beaches, and at the childminder's, they colour in pictures of sandcastles and crabs on the beach. With the childminder, the children look at books about the seaside, naming different things they have seen and using this as a point of reference to talk about experiences and events. The childminder further supports children's language by repeating new words so that they extend their vocabulary.

Children enjoy being active and develop good physical and co-ordination skills as they use the suitable range of play equipment provided. Those learning to walk are encouraged to use walkers and push-along toys or hold the childminder's hands as they toddle around the room. There are also regular trips to activity centres where they can extend their experiences and use different equipment that provides challenge such as ball pools, tunnels and soft play equipment. Outside activities such as going to the shops, playing in the local park and attending various groups provides children with developing awareness of their community and time to explore and investigate the world around them.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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