

Inspection report for early years provision

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Inspection date	19/01/2011
Inspector	Hazel 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1997. She lives in the home with four adult relatives. They live in a residential area of Coventry, in the West Midlands. Shops and schools are within walking distance. The whole of the ground floor of the property and the upstairs bathroom are used for childminding. Several steps lead to the front entrance of the house. There is a fully enclosed garden for outdoor play. The family has a dog and a cat.

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 is currently one child on roll, whom attend on a part-time basis.

The childminder has an Nursery Nursing Examination Board qualification and is an early years assessor. She 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 make good progress in their learning and their welfare is effectively promoted. The childminder provides a fully inclusive service where each child is valued and their individual needs are exceptionally well known and met. She has an excellent relationship with parents and secure partnerships with other early years providers which helps to fully complement children's care and learning. The childminder shows commitment to improving the service that she offers. Effective systems are in place to evaluate her practice and to help improve outcomes for all children. Overall, documentation is well maintained.

What steps need to be taken to improve provision further?

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

- review the current complaints procedure.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. The childminder understands her responsibility to refer any concerns she may have about children's welfare. All adults in the home have had their suitability checked. The childminder's house is secure and daily safety checks help to ensure that potential hazards are identified and suitably minimised. General written risk assessments are in place and these are monitored regularly. In addition, each child has their own risk assessment which is reviewed as they make progress in their development. For example, stair gates are in place to prevent crawling babies

climbing the stairs. When they start to walk independently, the childminder reassesses the potential risk so that she can support the child to climb safely. Children's safety is carefully considered on outings because they are closely supervised and follow road safety rules.

Partnership with parents and carers is exceptional. Parents express how happy their children are in her care and the array of experiences they enjoy and participate in. Regular two way communication between the childminder and parents effectively supports children's learning and development. Any ideas or points of view are discussed, evaluated and changes made, where it is felt to be in the best interests of the children. This practice ensures each child's ever changing needs are effectively and continually met. Parents have easy access to their children's assessment records and are actively encouraged to comment on them. Consistency of care is assured because the childminder has formed good relationships with others involved in the children's care and education. For example, she communicates well with other early years settings to gain information about what the children are doing there. This practice helps to complement their learning and ensure consistency of care.

The homely environment creates an atmosphere that is conducive to both learning and having fun. The childminder organises her service well to ensure that all children have plenty of space in which to play and rest. Consequently, children are at ease and settled. The diversity of individuals is highly valued and respected and the childminder actively promotes equal opportunities, ensuring that all children and families feel fully included. The childminder has a wealth of experience working with outside agencies, assessing and supporting children and young people with special educational needs and/or disabilities. Toys and equipment are freely and safely accessible to all. Children who speak English as an additional language receive excellent support. The childminder takes time to learn key words and phrases in their home languages and she gives them extra support in learning English. She embraces their different cultures and has an extensive collection of books, toys and artefacts from around the world. Therefore, children have many opportunities to learn about similarities and differences amongst people.

The childminder is enthusiastic about what she does and is committed to improving outcomes for children. She attends training and reads childcare literature to keep her knowledge and understanding up to date. The childminder reviews her practice and she has begun to use Ofsted's documentation to evaluate aspects of her service. This helps her to identify some of her strengths and priorities for improvement. For example, she has changed the way in which she records children's progress. As a result children's next steps are clearly identified. Policies and procedures are in the process of being reviewed although the current complaints procedure has not yet been updated. This could delay concerns being raised and investigated. The recommendation raised at the last inspection has been fully addressed. This was in relation to ensuring that all adults living in the home had undergone criminal record checks. This helps to ensure children's safety and welfare.

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. This is because the childminder works alongside their parents and provides the children with a broad range of activities and experiences that excite and interest them. Activities are well planned and based upon her knowledge of individual children and their needs, interests and abilities. The childminder regularly observes children during play to decide where they are at in their learning and development and where she needs to move them on next. The childminder shares children's progress and achievements with their parents both verbally and by showing them what she has recorded in their child's individual folder. This information helps them to support their child's learning, both at home and in the childminding setting.

Children are becoming well equipped with the skills they will need in future life. They show through their communication and actions that they are active and inquisitive learners and are gaining problem solving skills. They are eager to investigate and explore resources. For example, they have great fun shining torches in a darkened room, making dens with their tents and using a light box. Children's language development is particularly 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.

Imagination and role play feature highly in the children's day. They make up their own games, pretend to make meals and dress up in a range of clothes which supports their fantasy play. The childminder's garden contains a range of equipment to support young children's physical skills and they regularly visit local parks and play centres where there is larger play equipment and additional space for children to run around and expend energy. As a result children have a positive attitude to being active and regularly engage in physical exercise.

Children behave well as a result of the positive role model provided by the childminder and her consistent use of appropriate behaviour management methods. They learn extremely well about our similarities and differences through everyday discussion and a variety of planned experiences inspired by various religious and cultural festivals. An excellent range of resources that helps them to appreciate diversity are readily available. For example, an extensive range of books portraying positive images of culture, race, gender and ability, musical instruments from around the world, multi-cultural dolls, dressing up clothes and displays. This builds a secure foundation for their future learning and contributes to their future economic well-being. The childminder loans her resources to local early years settings to help other children enhance their knowledge and understanding of world around them.

Children feel safe and secure in the childminder's home because she has a warm and nurturing manner that helps to put both children and parents at ease. Children

are learning to keep themselves safe. For example, when they are in the kitchen they can confidentially name all the equipment that gets hot and the consequences of touching them. This is because the childminder consistently re-inforces the rules that keep children safe. Children's dietary needs are suitably met because parents provide most of the food that their children eat whilst at the childminder's. Through discussion and general play children are helped to enjoy food and understand why some foods are healthy and others are not. Their general health is further promoted by following routine hygiene procedures. For example, they cover their nose when sneezing and use tissues, which they know to dispose of hygienically, and wash their hands without prompting after using the toilet.

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	1
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	1

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	1
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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