

Inspection report for early years provision

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| Unique reference number | EY288922 |
| Inspection date | 20/01/2011 |
| 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.

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Description of the childminding

The childminder registered in 2004. She lives with her husband and four children aged, four, nine, 10 and 12 years. 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. There is a fully enclosed garden for outdoor 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 six children on roll, four of whom are within the early years age range.

The childminder has an early years qualification and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy a wide range of activities and experiences that cover all areas of learning and development. Strong and supportive relationships between the childminder, children's parents and other early years providers effectively promote children's well-being. The childminder provides an inclusive service where each child is valued and their individual needs known and met. Systems for self-evaluation are in their infancy but the childminder demonstrates a positive attitude towards continuous development.

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 improvement that will improve the quality of the provision for all children
- encourage further parents to contribute to the observation and assessment process to support their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a good knowledge and understanding of the different types of abuse and the action that she should take in the event of a concern about a child in her care. A clear safeguarding policy supports her practice and this is shared with parents. All adults in the household have been suitably vetted. Children are cared for in a safe and secure environment. The childminder has assessed all potential risks and has taken

action to ensure hazards to children are minimised. She records her findings and reviews them regularly.

The childminder has strong relationships with children's parents and carers. She works in partnership with them and other early years providers to ensure that children are supported in line with their individual welfare, learning and development needs. The childminder and parents exchange information on a daily basis and they have copies of all policies and procedures. This means that parents are fully aware of what their children have enjoyed during the day and what they have achieved together, along with information about their care. Children's development records are readily available for parents to view although their learning may not be fully supported as parents do not contribute towards the assessment process.

The well organised and homely environment she provides creates an atmosphere that is conducive to both learning and having fun. Children have suitable space in which to play and rest. Their independence and freedom of choice is increased as a good selection of resources are easily accessible. Consequently, children are at ease and settled. The childminder is aware of the advice, support and guidance that can be accessed to support her in the care of children with learning difficulties and/or disabilities and English as an additional language.

The childminder has recently begun to evaluate her practice; this is a new process which is not yet fully effective. However, she can see how this can help her to identify her strengths and any areas that she can further develop in the future. The childminder has addressed the recommendation raised at the last inspection with regard to making the window blinds safe. As a result, the safety of children has improved. She welcomes training to enhance her knowledge and understanding of childcare related issues. This demonstrates her strong capacity to maintain continuous improvement.

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

Children are happy and settled in the childminder's care and enjoy spending time with her family and their friends. The childminder has implemented effective systems of planning and observation for each individual child. She recognises their uniqueness as learners and ensures that activities are planned to meet their individual learning and development needs. These plans successfully cover the six areas of learning.

Their developing language skills are encouraged as the childminder introduces them to new vocabulary and encourages conversation. They openly talk to her and chat confidently to each other as they play. Factual and story books are readily available. They enjoy listening to stories and they see text displayed in their learning environment which helps to develop their understanding that print carries meaning. Drawing and writing resources are plentiful and this allows them to make marks and write for their own purpose.

Children count during everyday routines and during their play. For example, they count how many bricks they use to build a tower and identify coins and count them in their pretend play, therefore developing skills for the future. The childminder encourages children to name colours and shapes. They compare the sizes of the sun flowers that they grow by measuring them against themselves using mathematical language such as 'tallest' and 'smallest'.

Children use their manipulative skills as they use glue and paint to create pictures. These are proudly displayed in the childminder's home for all to see. Cooking activities enable children to discuss the differences that occur when food is cooked or cooled. For example, they learn that when you add water to jelly crystals it becomes a liquid which sets when it is put into the fridge so that it can be eaten.

Children relish their time outdoors. They have good opportunities to socialise with other children and regularly visit places of interest, such as museums and the library. Children benefit from daily access to fresh air and make good use of the childminder's garden for their play and games. They regularly visit the local park and playground to play on age-appropriate apparatus which develops and extends their physical control well.

The childminder ensures that children are well nourished and hydrated. They are encouraged to develop an understanding of good hygiene practices as they wash their hands at appropriate times and cover their mouths when they cough and sneeze. Children develop an understanding of safe practices as they follow road safety procedures when out for a walk and crossing the road. They follow agreed house rules to ensure their everyday safety, for example, walking indoors. Children behave very well and enjoy praise and encouragement which positively fosters their self-esteem. They develop an understanding of the wider world through access to a good range of resources that promote positive images of diversity. Activities are planned to develop their appreciation of other cultures throughout the course of the year.

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

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| 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

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| 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

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| 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

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| 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

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| 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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