

Inspection report for early years provision

Unique reference number	EY355287
Inspection date	24/01/2011
Inspector	Susan Andrews

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 2007. She lives with her partner in the Tile Hill area of Coventry. Their home is within walking or short driving distance of local schools, shops, a library and parks. The children have access to the hall, living room, dining area and kitchen on the ground floor and the family bathroom and rear bedroom on the first floor. There is also an enclosed rear garden which is available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time and currently there are four children on roll, all of whom are in the early years age range.

She holds an NVQ Level 3 childcare qualification and 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 are settled and making good progress in their learning and development. The childminder is proactive in extending her knowledge and skills by attending additional childcare related courses. She is enthusiastic about her childcare service and promotes an inclusive, healthy, safe and generally well resourced environment, where she responds positively to the needs and interests of the children. Consequently, they are happy, feel secure, have fun and the uniqueness of each child is recognised. Children benefit from continuity of care as an effective partnership with parents is well established. All the required documentation is in place to ensure children's welfare is safeguarded. Comprehensive systems for self-evaluation and reflective practice are in place that celebrate success and identify areas for continual improvement.

What steps need to be taken to improve provision further?

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

- develop the existing observation and assessment systems to more effectively identify what children are learning and use these to determine children's next steps
- develop additional opportunities for children to extend their knowledge and understanding of other cultures and increase resources that reflect positive images of culture gender and disability.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder places an extremely high priority on the safety of children in her care. She has a thorough understanding of child protection issues and reporting procedures. She recognises the signs and symptoms of abuse and knows what to do should she have any concerns regarding a child in her care. Comprehensive risk assessments regarding the home, practice issues and outings are systematically conducted to ensure potential hazards are identified and minimised. The childminder is proactive in ensuring children's safety on walks and outings as they learn about the 'Green Cross Code' and when travelling in the car, children are safely restrained. Security is meticulously monitored and she ensures children cannot leave the premises unsupervised and are never left alone with anyone who has not been vetted. The childminder's home is exceedingly clean, safe and well organised to ensure children have a rich environment to play both indoors and outside.

The childminder provides a varied range of spontaneous and well planned activities which promote play and learning opportunities. Children have easy access to a substantial range of activities, toys, equipment and resources. This allows each child to follow their interests and spark their curiosity and imagination. However, activities, resources and opportunities for children to extend their knowledge and understanding of other cultures and differing abilities are limited. She recognises that each child is unique and is mindful of their differing ages, abilities and individual needs, to ensure no child is disadvantaged.

The childminder fosters positive relationships with parents and realises the importance of effectively liaising with others who may be involved in the children's lives. She provides parents with a wide range of written policies, procedures and engages in regular dialogue which form the basis of an effective two-way partnership. At the time they place their child in her care, she establishes contractual agreements and gathers all the required and relevant information from parents about their child's starting points and individual needs. She invites parents to contribute to children's learning and seeks their views through questionnaires. This promotes continuity of care and helps children to settle easily, enhancing feelings of security and supporting their development.

The childminder is forward thinking and seizes ongoing opportunities to develop her skills and acquire further professional development and knowledge through ongoing training. She constantly looks at innovative ways to improve the service offered to children and their parents. For example, purposefully implementing the recommendation made at the last inspection and earnestly driving ongoing improvement through her comprehensive self-evaluation and reflective practice procedures. The childminder accurately maintains the vast range of records, policies and documents in line with the Early Years Foundation Stage requirements.

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

Children are welcomed into a very safe, stimulating and inclusive environment, which supports their welfare and ensures they are secure in the childminder's care. Daily routines, such as naps and mealtimes, are discussed with parents and taken into account within the home to promote continuity of care. Children are developing knowledge of the wider community as they participate in walks to the shops, play in the park or go on outings. For example, to Coombe Abbey, a butterfly farm, toy library and playgroups. They are able to choose resources for themselves and initiate their own play within the home. This is because the wide range of toys and equipment are readily available at their level, on open shelving and in see-through stacking boxes.

Children explore numbers displayed on wall posters and count every day items, such as the stairs as they go up to the first floor bathroom. They explore size and shape as they play with small world toys and puzzles. They involve the childminder in their imaginative role-play. For example, in the pretend 'cafe kitchen', children prepare a lunch for her, consisting of cheese, sausages and peas, followed by a cup of tea with 'no sugar'. The childminder extends children's language by singing songs, looking at books and engaging them in lively conversation. She spends time talking and listening to the children and shows a genuine interest in what they say and do. She plans good opportunities for children to explore the world around them. For example, when they go to the shops they look at the unusual foods in the delicatessen, choosing olives to taste. Physical development is encouraged well, as children master tools in the sandbox, build tents and tunnels outside and develop their coordination with bats, balls, beanbags, hoops and skittles. Indoors children extend their information, technology and creative skills as they use the computer and engage in art and craft, cooking, construction and role-play activities.

Children behave well, are kind to each other and play together harmoniously. The childminder displays a sensible set of house rules on a wall poster for older children. She has a positive approach to behaviour management, always offering words of praise and encouragement, such as, 'what a good girl' and 'well done'. The childminder is a good role model and gives clear, age-appropriate explanations so that children know what is expected of them. For example, always saying 'please' and 'thank you' to the children and expecting them to say the same in return.

The childminder is sensitive and attentive to children's individual needs and close, nurturing relationships are formed, for example, children climb into her lap for a cuddle. They draw her attention to what they are doing, confident in the knowledge that she will offer praise and encouragement for their achievements. She has a good understanding of the Early Years Foundation Stage and the importance of providing an environment that promotes children's learning and wellbeing. However, observation and assessment strategies to promote rapid progression through the early learning goals are not yet fully developed to identify what individual children are learning or what they need to do next.

Children are developing their knowledge and understanding of their local and wider environment well. They can dig in the soil, tend and grow plants in the garden, such as tomatoes and sunflowers. Children are developing an awareness of a sustainable commitment that reflects the limitations of the planet's environment and resources, as they recycle plastic and paper items. The childminder engages children in the celebration of some multicultural festivals and events.

Children are developing a good understanding about healthy lifestyles. Each day they have access to fresh air and exercise as they walk to school, go to the park or play in the garden. Standards of hygiene are exceptionally good and children's personal hygiene is promoted. Wall posters are displayed in the bathroom and kitchen that help them to learn about the importance of hand washing after toileting and before mealtimes. Healthy eating is promoted as the childminder ensures nutritious meals and snacks are provided that include fresh fruit and vegetables. Menus are displayed and the childminder holds a food safety certificate which underpins her good practice. Children remain well hydrated as they have free access to fresh drinking water at all times and are encouraged to take on additional fluids during hot weather or after physical exercise. The childminder ensures children's safety and maintains a suitably equipped first aid kit. That, supported with a wealth of procedures, documentation and a paediatric first aid qualification, ensures that she can positively respond should a child have an accident or become unwell whilst in her care.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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

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