

Inspection report for early years provision

Unique reference number	EY357058
Inspection date	03/02/2011
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 2008. She lives with her husband and three adult children 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 is used for childminding. There is a fully enclosed garden for outdoor play.

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 are currently two children on roll, one of whom is within the early years age range. She 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 are happy and making steady progress as they take part in an appropriate range of activities that supports their learning and development. The childminder provides an inclusive service and appropriately meets the children's individual needs. Sound partnerships are in place with parents and others involved in the children's care. Most required documentation is in place. Systems for self-evaluation are very much in their infancy but the childminder demonstrates a positive attitude and commitment to continuous development to help improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of children'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). 04/02/2011

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

- improve systems for checking fire safety equipment to ensure that they are in good working order
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- increase resources, activities and experiences that challenge children's thinking and help them to embrace differences in gender, culture, religion and disability.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately promoted and safeguarded due to the childminder's sound knowledge and understanding of what to do if she is concerned about any of the children in her care. She understands the Local Safeguarding Children Board procedures and has relevant guidelines to refer to should the need arise. All adults in the household are deemed suitable to be in contact with the children because they have been through a vetting process. Written risk assessments are in place and daily visual checks are carried out to help ensure that potential hazards are minimised. However, children's safety may be compromised because the smoke alarm is not in working order. Policies, procedures and documentation are generally well maintained and parents receive copies to keep them informed of the care their children receive. Although the childminder has consent forms for any emergency treatment or advice children may need in the future, they are not completed or signed by parents. This could have an impact on children's safety in the event of a serious accident.

The childminder's home is suitably organised so that children can play in comfort and have easy, independent access to most toys, resources and activities. The daily routine includes time for children to follow their own interests, join in with adult-led activities and time for outdoor play. The childminder develops sound relationships with parents to ensure that she cares for their child in accordance with their wishes. Information about their care needs and interests are recorded and are beginning to be used as a basis on which to build the children's care and learning. Parents know what their children have enjoyed during the day, and what they have achieved together with information about their care because of good verbal communication.

The childminder is developing effective links with other early years providers to ensure consistency of care for the children. She is aware of how to access support from outside agencies to support children's care if necessary. The childminder has recently begun to evaluate her practice, this is a new process but she is beginning to see how this can help her to identify her strengths and any areas that she can further develop in the future. The childminder attends training workshops and short courses to develop her knowledge and skills and to keep up-to-date with current childcare practice, demonstrating her commitment to further improvement. She welcomes the support of the local authority early years development team and regular contacts them for advice.

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

Children are comfortable and play with ease in the childminder's care. They confidently access the resources and either settle to play independently, or respond well as the childminder joins in with their play to support their learning. The childminder gathers some information about their starting points on which to base their learning and has started to make observations of the children at play to

assess what they know and can do. This information is used to plan for the children's next steps of learning. As a result, they are making steady progress towards the early learning goals. 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's language development is supported well. The childminder engages in many conversations with the children, looks at books with them and reads stories. This helps to extend their vocabulary, interest in books and their understanding that words carry meaning. They have opportunities to make marks on paper as they draw, make notes and paint. Children enjoy imaginative play and they particularly like pretending to have conversations on the phone to their parents. The childminder ensures that children have opportunities to socialise with other children as they visit childminder groups, toddler groups and the library. Outdoor play in the local park helps promote children's physical development. They develop control and co-ordination as they climb on apparatus, kick balls and run off their energy.

Children's welfare is appropriately promoted. They are encouraged to learn personal hygiene routines from an early age. They wash their hands after using the toilet and bin used tissues to prevent germs spreading. Children have healthy snacks and meals which their parents provide. They learn about keeping themselves safe through everyday routines, for example, road safety as they go for walks and sitting at the table when eating to prevent the risk of choking.

All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with parents. All children have access to toys and equipment. The childminder talks to them about some special days and events, such as, Eid and Diwali. They taste the different foods associated with these celebrations and talk about traditional dress. However, resources and experiences to help children learn about a diverse society through their play are limited. Consequently, children's knowledge and understanding of the wider world is not fully enhanced. Behaviour is managed in a clear and consistent manner enabling children to learn boundaries and be clear of expectations. Children are encouraged to play cooperatively together sharing and taking turns. The childminder sets a good example to the children in her calm and consistent responses to any problems.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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