

Inspection report for early years provision

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Inspection date	04/02/2011
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 was registered in 2005. She lives with her husband and two children aged 11 and 14 years in the Coventry area of the West Midlands. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed rear garden for outdoor play. The family has two dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children aged under eight years at any one time and of these, three may be in the early years age group. She currently has three children on roll. All of these are under the age of five years. The childminder has a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. They engage in a broad range of activities and share warm, friendly relationships with the childminder and her family. Secure partnerships with parents and others ensure that the children's individual needs are met well. Self-evaluation systems are new. The childminder has a positive attitude and commitment to continuous development. She is constantly reviewing her service to help improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve observation and assessment systems to identify the next steps in children's learning and development
- make effective use of outdoors including the local community.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All adults in the household have been suitably vetted and the childminder demonstrates a secure knowledge of child protection procedures. A clear safeguarding policy supports her practice and this is shared with parents. A range of safety precautions are in place within her home and a combination of thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised.

The well-organised and homely environment she provides creates an atmosphere that is conducive to both learning and having fun. Children have space in which to play and rest and daily routines reflect their individual needs and parental wishes. Their independence and freedom of choice is increased because resources are plentiful and easily accessible. Although children visit the local park, the

childminder is aware that she currently does not make effective use of experiences outside of the home. This is an area that she wishes to develop to enhance the children's awareness of the local community.

The daily exchange of information helps to ensure that children's changing needs are known and met. Parents are kept up-to-date with their child's progress as the childminder shares individual learning folders which contain both photographic and some written evidence of their involvement in various activities. The childminder has devised a comprehensive range of written policies and procedures to support the children's care, learning and well-being. These are shared with parents on admission. All required written parental consents have been obtained, consequently, children are cared for according to their parents' wishes. The childminder has formed good relationships with other early years providers. She exchanges appropriate information about individual children's welfare and development and talks to children about what they enjoy and are doing at other settings. This means that she can effectively extend and support their learning whilst in her care.

The childminder is enthusiastic about what she does and is committed to improvement. She has recently achieved a recognised early years qualification and expresses a desire to attend further training to enhance her knowledge and understanding of childcare-related issues. The childminder is constantly reviewing her practice and a recommendation raised at her last inspection in relation to fire safety has been fully addressed. She has recently introduced a system to evaluate her practice and can see how this helps her to identify her strengths and any areas that she can further develop in the future which have a positive impact on children.

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 and independently access the resources which are well-organised and stored at their level. The childminder has a good understanding of how children learn and develop, she provides a broad and balanced range of resources and activities and gathers information about their starting points on which to base their learning. She makes observations of the children at play to assess what they know and can do. However, this is a new process and not yet fully effective in identifying the children's next steps of learning. This could mean that children are not appropriately challenged. 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 have access to a good range of first hand learning opportunities. They competently complete simple software programmes using a laptop and use a device to record their voice and play it back. The childminder talks about size, shape and colour in everyday situations. For example they count how many trains they have placed on the track and name the colours. Older children also learn to

group specific colours together. Children's communication, language and literacy skills are supported well as they look at books and listen to stories with the childminder. Creative play is frequently offered and children particularly enjoy making cards for special occasions such as birthdays. They have regular opportunities to play in the garden and enjoy being in the fresh air. Children recall going to the park, running through the leaves and kicking them into the air. They sometimes climb on apparatus and play ball games. As a result children are having fun and develop a positive attitude to being active.

Children develop a good rapport with the childminder and her family. They behave in a manner that is supportive of their learning and develop confidence and self-esteem because the childminder gives regular praise, encouragement and support. Consequently, children learn to share, take turns and show consideration for each other. All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with parents. Children are learning about the wider world through everyday discussion and a variety of planned experiences inspired by various religious and cultural festivals. For example, children make dragons for Chinese New Year and discuss which animal of the zodiac represents the year they were born. They celebrate 'Children's Day' which is a Polish tradition and they also look at dual language books.

Daily routines help children to begin to develop hygiene practices, they are reminded to wash their hands before meals and snacks and when returning from outdoor play. Children receive a good variety of healthy meals and snacks which meet their dietary requirements. Drinks are readily available to ensure that they remain hydrated throughout the day. Children are developing a secure understanding of how to stay safe. For example, whilst out walking children learn how to walk safely on the pavement and learn about road safety as the childminder talks to the children about the highway code.

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	3
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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