

Inspection report for early years provision

Unique reference number	EY364159
Inspection date	14/02/2011
Inspector	Tracey Boland
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 works at her parent's home alongside her mother who is also a registered childminder and has two children of her own aged three years and 11 months of age. The whole of the ground floor, first floor bathroom and front bedroom are used for childminding purposes. There is a fully enclosed garden for outside play and there is direct access to the premises.

The childminder is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register to care for four children when working alone and nine children when working alongside her co-childminder. There are currently six children on roll who are within the Early Years Foundation Stage who attend on a full and part time basis. The childminder also offers care to children aged over five years.

The childminder has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the Coventry Childminding Network and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a clear understanding of each child's needs which enables her to effectively promote their welfare and learning. Children are secure in this welcoming family home and safety has been addressed in most areas. Children enjoy learning about the local area where they live and the wider world and diversity. Partnerships with parents are good which ensures children's needs are continually met, along with any additional support needs. This means they progress well given their age, ability and starting points. The childminder has developed partnerships with other settings which ensures continuity of care. The childminder is beginning to engage in reflective practice, which will enable her to identify existing strengths and areas for development, therefore responding well to all individual needs.

What steps need to be taken to improve provision further?

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

- continue using children's interests and ideas to enhance planning, therefore providing a variety of activities to meet their needs, enabling them to make further progress
- reappraise the current system of risk assessment to ensure they include everything with which a child may come into contact
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for

development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding the children in her care. She has attended relevant training and knows how to make a referral should she have a child protection concern. All safeguarding literature is in place and easily accessible. There is a wide range of relevant written policies and procedures which are shared with the parents and implemented in practice, which reflects the ethos of care provided. The childminder has risk assessed most child accessible areas of her home and any trips which are made. All records and required documentation is in place, kept up-to-date and reviewed regularly. Daily registers are maintained and enables the childminder to safely account for the children in her care at any time. Visitors to the home are never left unsupervised with the minded children and a record is maintained of their visit.

The childminder's home is organised well and the provision of accessible storage enables them to make independent selections enabling them to explore and play as they wish to. There are a wide range of toys and resources enabling children to make progress towards the six early learning goals. The childminder evaluates her own practice and seeks the views of parents, however, the information is not always used effectively to inform or make changes where practical. The childminder demonstrates a commitment to keep her knowledge and skill base up-to-date through ongoing training.

The childminder understands the importance of working closely with parents and other professionals involved in a child's life. She encourages good communication and values each person's input in order to support each and every child. She understands the importance of sharing information to enable her to provide learning opportunities that build on the whole child, are interesting and encourage their all round development.

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

The childminder has a good knowledge and understanding of how young children learn through play and free-flow investigation. She plans an interesting range of activities and learning opportunities based on information and observations of the children she cares for. She uses the Early Years Foundation Stage guidance document and learning records reflect how the children are making progress towards the early learning goals. Planning is in place and gives a brief overview of the activities the children are involved in, although they do not always reflect children's interests or how activities have been adapted to meet their needs. Observation and assessment records outline what the children know and can do and what learning objectives have been achieved. Children are continually supported by the childminder, using a range of teaching methods, such as visual clues, questioning to encourage their thinking skills and lots of time for them to try

things out for themselves. As a result, children make good progress in their learning and development.

Children enjoy learning about the living world and have developed a firm understanding of nature, such as the birds in the garden. They have collected a wide variety of pictures of the different birds, used binoculars to observe them and are making feeders to encourage them to stay near so they can observe them. They also visit local areas of interest where they are able to feed the ducks and they enjoy walking by the canalside looking at the wildlife. Attention to developing healthy lifestyles is good. Children enjoy daily opportunities to get out and about, for example, as they walk to and from nursery or make trips to the local park. They develop their physical skills on a wide range of large equipment within the garden and gain control and coordination when using balls and wheeled toys. Children explore how they can move their bodies in different ways and the childminder is on hand to support the youngest children develop further their newly acquired walking skills. They confidently move around the childminder's home and their independence skills are continually encouraged. Children are fully supported to develop positive attitudes and dispositions to learning, helping them to acquire the skills they need for the future. They understand the importance of being kind to each other, to share and take turns and as a result, behaviour is very good.

Children learn to keep themselves safe, for example, they practise their road safety skills when out and about, or when in the childminder's home they practise emergency evacuation procedures. Attention to healthy eating ensures that children are provided with a balanced diet which meets their individual needs and enables them to thrive. They enjoy a very varied menu and eat foods from different countries. Their understanding of the diversity and the wider world is continually enhanced through discussions, celebrations and resources that reflect positive images of society. All children are able to rest or be active according to their individual needs. They are confident in the care of the childminder showing a strong sense of belonging and security.

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	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

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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