

Inspection report for early years provision

Unique reference number	EY361672
Inspection date	07/03/2011
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and children aged four and eight years, in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. Children are also taken on local outings to the park and places of interest, including regular attendances at the local carer and toddler group.

The childminder is registered to care for maximum of four 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 four children on roll, all of whom are within the early years age range.

The childminder has procedures to support children with special educational needs and/or disabilities, and who speak English as an additional language. There is direct access to the setting. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools. The childminder holds a National Vocational Qualification Level 3 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage and demonstrates a clear understanding of the individual needs of the children in her care. She plans and provides a wide variety of activities both indoors and outdoors that take account of children's interests and learning needs. Children are encouraged to feel valued and included and their understanding of similarities and differences is enhanced through discussion and the variety of resources they access daily. The childminder has an awareness of her strengths and uses self-evaluation to develop and enhance her practice. Most issues regarding safety have been addressed.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment covers anything with which a child may come into contact, with specific regard to the dangers of children walking underneath the trampoline.

The effectiveness of leadership and management of the early years provision

Children enter a relaxed, child-friendly environment where their individual needs are known and respected. Children are very well supervised and the clear routines in place ensure they are not left unattended with unvetted adults. The childminder demonstrates a good understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect and ensures she keeps her knowledge and understanding of current legislation and practice through training. Detailed written risk assessments are in place, identifying most potential risks and how they have been minimised when indoors, outdoors and on trips. However, although a risk assessment has been completed for the use of the trampoline, it does not include the procedures should a child walk underneath it which compromises children's safety. Documentation is excellently maintained and all required policies and procedures are provided for parents which reflect the ethos of care provided.

The childminder views self-evaluation as an important part of the ongoing development of the service she provides, gathering parents' views and using this to enhance and develop her service, therefore, continually meeting the children's needs. Concise information is received from parents about their children and the information used to plan appropriate care. Good communication systems ensure that the childminder and parents share relevant information regularly.

Children's health needs are effectively met and the childminder is able to deal with accidents appropriately as she holds a valid first aid certificate. Clear health records are maintained following minor accidents or the administration of medicines which are countersigned by the parents. Children's dietary needs and preferences are known and respected and drinks are provided throughout the day. Children's individual routines and personal care needs are included within the daily routine which encourages their feeling of security and belonging.

The childminder has experience of caring for children with special educational needs and/or disabilities and demonstrates a commitment to working with other professionals to meet their needs. She understands the importance of working with parents and extended family of children where English is an additional language to ensure they feel valued and included within the setting. The childminder has formed strong links with other providers of care involved in the children's lives, such as, at the local school and nursery and works cohesively to ensure continuity of care.

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

Children make very good progress in their learning and the childminder provides a wide variety of activities and play opportunities that take account of their interests and individual developmental needs. Planning is good and incorporates all six areas of learning. The childminder completes detailed observations of the children,

evaluates them using the information to plan for the next steps in their learning. A wide variety of resources and activities meet their needs well and children are happy and contented in their play. Children access resources independently within the playroom from low-level boxes, which enables them to see the toys, therefore, making an informed choice with regard to their play. Interaction between the childminder and children is excellent and lovely relationships have been formed between them.

Children benefit from the clear and consistent rules and boundaries that are in place within the home, such as, we all sit at the table to eat or drink, we treat the furniture with respect, we look after the toys and play with them correctly, we remove our shoes in the hallway, we treat others how we would like to be treated, we share our toys and activities and help to tidy away when finished with them. As a result, behaviour is excellent.

An interesting variety of resources, books and pictures reflect the wider world and diversity and children take part in the celebration of cultural events throughout the year, including cooking activities, reading books and the use of dressing-up resources. They enjoy making observations of themselves using skin tone paints which encourages discussion and develops their understanding of similarities and differences through their play. They enjoy a wide variety of age-appropriate resources and during the inspection the children accessed books and played with the kitchen, barbecue with various foods, utensils and pretended to make pancakes following recipe cards.

Children access the garden regularly and learn about the living world through the planting and growing of tomatoes, beetroot, sunflowers, runner beans, leeks and peas which they water and watch them grow, measuring and comparing them. With the sunflowers they also measure themselves against them. They enjoy developing their physical skills when using a variety of outdoor equipment in the garden, at the park and the groups they attend. They use balancing bars, wheeled toys and climbing equipment with control and coordination and talk about the differences to their bodies before and after exercise, learning the importance of drinking to stay hydrated especially when it is hot. Children learn road safety when out, following safe routines when crossing the roads and the childminder supervises the children at all times to ensure their continued safety.

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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