

Inspection report for early years provision

Unique reference number	EY338478
Inspection date	30/03/2011
Inspector	Karen Millerchip

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 and lives with her husband and two adult children in the Aldermans Green area of Coventry. The whole of the ground floor of the house is used for childminding. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children.

This setting is registered by Ofsted on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds a Level 3 childcare qualification.

The childminder is registered to care for a maximum of six children under eight years at any one time. Currently, she provides care for six children in the early years age range and three older children. All of the children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the childminder ensures they have a good range of first hand experiences to help them progress well in their learning and development. Planning is flexible and activities are mainly child-initiated. Observations are maintained but links to the areas of learning are tentative. The childminder recognises and values the uniqueness of each child, which promotes inclusive practice. All policies and documentation are accurate and up-to-date to support the smooth running of the setting. Good systems are in place to evaluate the care and education provided which enables the childminder to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all risk assessments are reviewed at least annually
- use observations and assessments to identify individual learning priorities and link them to the areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to successfully safeguard children. She demonstrates a thorough understanding of child protection procedures and maintains policies and procedures which are shared with parents.

She has undertaken training in this area to update her knowledge and understanding. Robust vetting procedures are in place to ensure that all adults in the household are suitable to be in contact with children. This means that she is able to promote children's welfare at all times. Within the home, garden and when on outings, comprehensive risk assessment ensures hazards are identified and action taken to minimise associated risks. However, not all risk assessments have been reviewed annually and this could impact on children's well-being. Children are supported in building a good understanding of safety issues. For example, they discuss road safety when walking to and from groups and safety when using small tools for digging and planting.

Children's care, safety and welfare are well-promoted because the childminder is dedicated and is constantly looking for the best possible outcomes for each child in their own right. Developing self-evaluation systems analyse the strengths of the setting, opportunities for future improvement and the barriers that may present themselves. The childminder has a strong understanding of child development and demonstrates a sound understanding of the Early Years Foundation Stage framework. She has attended courses which include supporting self-esteem, equal opportunities, protective behaviour and first aid. The childminder is developing ways to successfully transfer her learning into her daily practice to promote better outcomes for children. Recommendations from the previous inspection, relating to recording hours of attendance, have been successfully implemented to bring about improvement in the service provided.

The childminder is highly committed to ensuring all children and their extended families contribute positively to a fully inclusive setting. Children enjoy freely accessing all available areas, which include a stimulating and inviting play space and an exciting outdoor play area. A wide range of good quality resources are stored and displayed well, inviting children to make choices and decisions to enhance their play. Children have opportunities to learn about similarities and differences between themselves and others as they look at photographs on the computer and talk about their friends, look at books and during play with small world figures.

Through well-developed relationships, the childminder fully promotes the role of parents and other carers as essential to children's successful development. Before children attend the setting they are invited to settling-in sessions that help parents and children to become familiar with the environment and the other children in the setting, thereby reducing any separation anxieties. The childminder builds a detailed picture of their preferences, routines, individual care needs and developmental achievements through observations and discussions with the parents. This information is recorded in the 'All about me' sheets and development folders which are updated regularly, thereby reflecting the changing interests and individual needs of the children. The use of daily diaries ensures parents are kept fully informed of their child's daily experiences and care routine. Parents contribute to their child's development within the home and share this information in the learning journals. They also include positive comments which demonstrate the high value they put on the childminder's care of their children. This steady two-way flow of information with parents and carers ensures children receive continuity in their

learning and care.

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

Children build warm and trusting relationships in the supportive learning environment. They thoroughly enjoy their time in the setting and benefit from the good support from the childminder. Children are learning to respect the needs of all living things as they help plant and cultivate fruit and vegetables within the garden and the allotment and talk about the different animals they see when out and about. Children are observed regularly to ensure their changing needs are identified. But the links to the early learning goals are not secure, which could impact on the pace at which children learn.

Children have good opportunities to learn how to keep themselves safe and develop their understanding of a healthy lifestyle. They confidently explore the interesting indoor and outdoor environment and are gently reminded of how to stay safe as they go. At mealtimes they enjoy a healthy and nutritious menu and they help themselves to a drink throughout the day which keeps them well-hydrated. Children flourish as they enjoy fresh air and exercise daily by accessing the local environment and whilst visiting local groups. The childminder listens carefully to what children say and responds in an age appropriate manner to their requests.

Children's communication skills are being developed well as they constantly model the language used by the childminder. Children receive ongoing praise and encouragement throughout the day for their individual achievements and are supported well to become active learners and critical thinkers. Further language development is promoted as the children benefit from the recent training undertaken by the childminder such as 'every child a talker' which is put into practice whilst at community groups. Children are also learning to concentrate and follow simple instructions. All children eagerly participate in the activities with younger children actively supported by the childminder.

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

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