

Inspection report for early years provision

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Inspection date	25/03/2011
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 in a residential area in Coventry, close to local shops and amenities and a direct bus route into the city. The whole of the ground floor, first floor bathroom and two front bedrooms are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the National Childminding Association 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 satisfactory.

The childminder demonstrates an understanding of the Early Years Foundation Stage and children make progress in their play and learning. Systems for gaining information about children's development from parents in order to plan are in their infancy. The childminder understands her role with regard to safeguarding children from abuse and neglect and partnerships with parents are suitable. Children are cared for in a safe and secure environment and enjoy a variety of play experiences. The childminder is still developing her procedures for self-evaluation and ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop an effective system for evaluating the early years provision in order to maintain continuous improvement
- develop further the systems for obtaining information from parents regarding their child's starting points in their learning and use the information to plan effectively for individuals.

The effectiveness of leadership and management of the early years provision

The childminder provides a welcoming, caring, child friendly environment for the children who are happy and settle easily into their play. All required information is

maintained by the childminder enabling her to meet their individual needs and their routines are well known and incorporated into the day. The childminder understands her role with regards to protecting children in her care from abuse and neglect and a written child protection policy is in place and shared with parents. Children are not left unattended with unvetted adults and are supervised at all times by the childminder ensuring their safety.

Parents are provided with written policies and procedures that reflect the childminder's ethos of care and daily discussion takes place with them to ensure they are kept up to date with their child's progress. Although the childminder listens to their views the information gained is not yet used effectively to fully support children's well-being. The childminder supports the children's learning with a variety of resources that challenge and encourage their learning which are stored safely but enable children to make informed choices with regard to their play. The environment is very relaxed and welcoming and children can move safely within the areas available to them. Interaction is very good and excellent relationships have been formed.

Children learn about being healthy and follow appropriate hygiene routines, for example, washing their hands at appropriate times during the day. Nappy changing is sensitive to the individual needs of the children and their comfort and dignity is maintained. Children enjoy healthy snacks during the day and drinks are freely available. Packed lunches provided by parents are stored appropriately.

The childminder understands the importance of obtaining detailed information from parents about their child's needs and feels she is able to effectively for children with learning difficulties and /or disabilities. She demonstrates a commitment for working cohesively with other professionals involved in a child's life to ensure their needs are continually met. Relationships have been formed with the local school and regular discussions take place to ensure continuity of care. Children learn about diversity and the wider world through discussions and the celebration of cultural events throughout the year.

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

The childminder has formed lovely relationships with the children she cares for and demonstrates a clear understanding of their individual care needs. She ensures that she discusses their development with their parents although the information gained is minimal and does not give a true reflection of the starting points in their learning. Children enjoy activities and some planning is in place, however, it does not reflect the particular individual learning needs of the children or their interests. Regular observations of the children take place and evaluated which are shared with parents.

Children's confidence and self-esteem are continually enhanced through the praise, support and encouragement from the childminder. They are reminded to share, take turns and to be kind to their friends. Clear rules and boundaries are in place which further compounds children's feeling of security. Children's manners are

continually encouraged and behaviour is good. Through the resources, discussions, books and celebration of cultural events throughout the year, the children's understanding of diversity and the wider world is developed.

Children are actively engaged and involved in play and complete jigsaws which challenge their development. The childminder supports and encourages them when they are unable to fit the pieces correctly and become agitated. This turns to great delight when they succeed. Children enjoy taking part in cooking activities through which they learn simple mathematical concepts such as addition, weighing and measuring, using a range of cooking utensils and talking about the changes to the mixture once it has been cooked.

Children learn about the living world and caring for other as they feed the ducks at places of interest and understand that they like the ducks need food to grow. They enjoy using the library where they are involved in choosing a wider selection of books to take back to the childminder's home and read.

Children's physical development is enhanced through the wide variety of outdoor equipment within the garden which they access daily getting lots of fresh air and exercise. They learn to climb, balance, move over, through and under equipment and use a small trampoline and wheeled toys with control and coordination. Children learn about their own safety within the home and when out and a clear emergency evacuation procedure is in place and practised. Their understanding of road safety is continually reinforced when out through the consistent routines they follow when crossing the roads and they also learn not to talk to people they don't know.

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