

Inspection report for early years provision

Unique reference number	EY417258
Inspection date	21/07/2011
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 2010. She lives with her husband and two children aged 11 years and 19 months old in the Coventry area of the West Midlands. There are shops and schools within walking distance. The whole of the ground floor and the first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. The family has two cats.

The childminder is registered to care for a maximum of five children at any one time. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently five children attending, two of whom are within the Early Years Foundation Stage. All 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 in this welcoming family home. Their learning and development is supported well. The childminder provides an inclusive environment and ensures the needs of all children are effectively met. Partnership with parents and others involved in the children's care are good. The childminder has a strong commitment to continuous improvement through attending a variety of training. She has effective systems in place for evaluating her practice. Documentation for the safe and efficient management of the provision are mostly in place.

What steps need to be taken to improve provision further?

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

- extend existing risk assessments to cover everything that a child comes into contact with
- increase further opportunities for more able children to experience using information and communication technology and programmable toys.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has a good understanding of her role and responsibilities in protecting children from possible harm or neglect. She has attended training in this area to keep her knowledge and awareness up-to-date. Parents also know the procedures to be followed if a concern was raised because the child protection policy is shared with them. All adults in the home are suitably vetted. Comprehensive risk assessments are conducted for outings, however, they do not cover all aspects of the home and garden which may mean that not all potential risks are identified.

Children move confidently around the playroom and enjoy daily use of the garden. They happily initiate their own play choices from the wide range of resources available to support their interests and learning. Partnership with parents works well and information is exchanged from the start to ensure that they are fully involved in their children's care. The childminder works closely with parents to support children as they settle in and has experience of caring for children with more specific needs. Parents are encouraged to read and contribute to the daily diaries and their children's learning journeys which provide a good record of the time they spent with the childminder.

The childminder knows that liaison with other professionals provides extra support and knowledge and encourages an effective partnership with all. She has very good links with the local childminding group which she regularly attends to share good practice and, in addition, the group enables children to socialise with others. Information is shared effectively when children are attending other settings. For example, the childminder regularly talks with key workers, becomes familiar with topics that they enjoy and talks to children about their day. As a result, children's learning is effectively complemented whilst they are in her care.

The childminder shows a good commitment to continuous improvement through attending a range of training courses. She has effective systems in place to evaluate her practice which include seeking the views of parents and other local childminders.

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

Children are happy and busy in a child-friendly environment. They make warm relationships with the childminder and her family. They settle well because they have a gradual introduction. The childminder has a flexible daily plan which allows children to direct most of their play and also includes adult-led activities. She has effective systems in place to observe and monitor children's progress which she captures through photographs, spontaneous and more detailed observations and a collection of their work. She incorporates these in their learning journeys which provide a clear record of activities children have enjoyed. These are effectively used to summarise their progress and identify the next steps in their learning. Children are able to freely select from a wide range of toys in the well resourced playroom. The childminder rotates the toys according to children's individual preferences which encourages them to become active learners.

Children share books and stories which helps them to understand about the written word and they have good opportunities to make marks on paper, paint pictures and draw pictures using pencils and crayons. In addition, they make patterns with chalk and water in the garden. Children use their imagination well, pretending to be on a bus going to the sea side. They count the sheep they see in the field along the way and have great fun singing a song about the wheels on the bus. They build tracks together and complete jigsaws which help children to develop their problem solving skills. Lots of conversation and engagement in songs

and nursery rhymes encourages early language skills.

Children are provided with plenty of opportunities to mix with other children and this helps to increase their social skills and broadens their range of experiences. Young children have interactive toys whereby they press buttons to make lights flash and turn knobs to listen to tunes. There are less opportunities for more able children to access electronic and programmable toys which will give them an understanding of information and communication technology and how this is a part of our everyday lives. This is an area that the childminder wishes to develop. Children are increasing their understanding of the wider community through everyday discussion, activities planned around a range of religious and cultural festivals and access to resources that provide positive images of diversity. They are learning that they can communicate using more than one language because the childminder has introduced simple words in Spanish and French. She cares for children of various ages and she adapts experiences to meet the differing needs and abilities of the children attending to ensure that they are fully included in all experiences.

Children are learning about safety through regular reminders and clear boundaries. They know to stay within the childminder's sight when they are out and about and listen carefully to safety messages that the police and fire service give when they are in group situations. The childminder encourages children to carry out daily routines which promote their health, such as, hand washing and using tissues to wipe their noses. Children benefit from regular play outside in the fresh air as they develop their physical skills in the garden or through walks in the park. The childminder provides children with a range of healthy meals and snacks, such as pasta dishes, fruit and yogurts. They have access to their drinks at all times.

Children are learning to play well together as they are encouraged to share and take turns and to develop their social skills as they sit at the table to eat and take their shoes off after outdoor play. Children's behaviour is good because they are encouraged and supported by the childminder who provides a calm and responsive approach and takes time to talk and explain things to them.

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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