

Inspection report for early years provision

Unique reference number	EY428478
Inspection date	16/11/2011
Inspector	Jayne Rooke

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 2011. She lives with her partner and three year-old-child in Coventry. The whole of the ground floor and the bathroom on the first floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently six children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five to eight years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder receives support from the local authority advisory service. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and settled within the childminder's warm and welcoming home. They enjoy a stimulating and varied range of play and learning experiences which present good levels of challenge across each area of learning. Resources are used effectively in most areas. Information from observation and assessment is used very well to support each child's needs. Partnerships are strong and supportive, engaging parents and other childcare professionals in all aspects of the provision. The childminder is a reflective practitioner, promoting improvement through continuous professional development.

What steps need to be taken to improve provision further?

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

- improve the range of resources and experiences to support opportunities for all children to embrace equality and diversity.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because the childminder is fully aware of all procedures to protect them from harm and neglect. She has a clearly written safeguarding policy in place, which helps parents to understand her role and responsibilities to promote children's safe care at all times. Thorough risk assessments are conducted for all areas of the home, the equipment children use

and for each outing to minimise risks to children. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children's individual needs are met.

The childminder demonstrates good knowledge and understanding of equal opportunities issues. She welcomes children with identified needs and works in close partnership with other childcare professionals, providing consistent and inclusive levels of care and support. She actively seeks out relevant advice, support and guidance to enhance her professional skills. This results in effective support for children with a range of abilities and those who speak English as an additional language. However, there are few resources within the home that reflect positive images of diversity and difference. This potentially limits opportunities for children to fully embrace equality and diversity within the everyday environment.

The childminder continually reflects on her practice and successfully identifies key areas for improvement. Consequently, she attends a varied range of training courses to develop her knowledge of how to support children's care and learning effectively. This results in strong areas of practice throughout the provision. She values and respects the views and feelings of the children and their parents, seeking their opinions through daily discussion, observation and feedback questionnaire's. As a result, she is flexible in her approach, adapting routines to meet children's needs and parental preferences. Written and verbal comments received from parents are very positive and complimentary, demonstrating their complete satisfaction with all aspects of the service provided.

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

Children are actively engaged in a broad range of stimulating learning and development experiences which offer them good levels of challenge. Observations and assessments are used well to extend children's capabilities, taking into account their individual interests and needs. As a result, all children make good progress towards the early learning goals. For example, they develop high levels of self-esteem because the childminder lavishes them with lots of positive praise for their successful achievements. As a result, babies and young children confidently demonstrate newly acquired skills as they gain their balance for walking. They become inquisitive and interested in their surroundings, seeking out books and activity toys independently. They competently lift the flaps in picture books, pointing to familiar and favourite pictures. They show increasing levels of understanding as they work out how to switch on the toy washing machine to activate wash, spin and light movements and sounds. They accurately place pieces of a jigsaw puzzle into simple trays, developing more complex actions as they become more skilled. They are encouraged to make decisions for themselves, selecting their preferred choice of toys from the attractive resource picture book, contributing to the next day's play plan.

The childminder is actively engaged in children's play, inspiring their interest and curiosity. They laugh and have fun together as they find out what happens when they press the spray button on the toy iron to make the water splash out. They

play hide-and-seek games, placing small world toys in and out of containers, developing positional language. Children develop the skills they need for early reading and writing, repeating words and sounds through songs, rhymes and stories. Children use a variety of art and craft materials to write, draw, create patterns and make models. They identify shapes and colours and use numbers for counting in their everyday play. They enjoy outings to varied places of interest, helping them to find out about their local community and the wider geographical area.

Children recognise their own needs and abilities within a supportive and inclusive environment. Well-planned opportunities exist for children to become physically active and to rest and relax when needed. They become competent in their self-care, requesting a drink when they are thirsty. They manage their personal hygiene routines with increasing independence, developing a good understanding of how to keep themselves clean. Children display a strong sense of belonging from an early age. They settle and separate happily from their parents, because the childminder demonstrates a caring attitude towards them. Consequently, children feel safe and develop positive relationships, building strong skills for the future.

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