

Inspection report for early years provision

Unique reference number	EY429141
Inspection date	21/11/2011
Inspector	Hazel White
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2011. She lives with her partner and 17-month-old child in the Coventry area of the West Midlands. The whole of the ground floor is used for childminding. Accessibility to the premises is via a steep slope. There is a fully enclosed garden available for outside play. The childminder is able to take and collect 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 three children attending who are within the Early Years Foundation Stage. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's home. They participate in a broad range of activities which cover most areas of learning and share warm, friendly relationships with the childminder and her family. Secure partnerships with parents and others ensure that the children's individual needs are met well. The childminder has a positive attitude and commitment to continuous development. She is constantly reviewing her service to help improve outcomes for all children. Self-evaluation systems are developing but do not include the views of others.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop their use of simple technology equipment
- improve self-evaluation systems for the organisation of the setting by seeking the views of others to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a secure understanding of child protection issues. She is fully aware of the possible signs of abuse and understands the process to follow if she was to have concerns about a child in her care. A clear safeguarding policy supports her practice and this is shared with parents. All adults in the household have been suitably vetted. A range of safety precautions are in place within her home and a combination of thoughtful consideration, daily checks and thorough well-written risk assessments ensure that potential risks to children are effectively identified and minimised.

The childminder provides a well-organised and homely environment which creates an atmosphere that is conducive to both learning and having fun. Children have space in which to play and rest and daily routines reflect their individual needs and parental wishes. Their independence and freedom of choice is increased because resources are plentiful and easily accessible. Children have many experiences outside of the home which enhances their awareness of the local community. For example, they attend various play and stay groups, visit the dentist, library and museums.

Children's changing needs are known and met because of good daily communication between parents and the childminder. Parents are kept up-to-date with their child's progress as the childminder shares individual learning journals which contain both photographic and written evidence of their involvement in various activities. The childminder has a full range of well-written policies and procedures to support the children's care, learning and well-being. These are shared with parents on admission. Parents speak highly of the childminder and comment on how happy and confident children are in her care and the good progress they are making in their learning. The childminder has formed good relationships with other early years providers. She exchanges appropriate information about individual children's welfare and development and talks to children about what they enjoy and are doing at other settings. This means that she can effectively extend and support their learning whilst in her care.

The childminder is enthusiastic about what she does and is committed to improvement. She networks with other local childminders and welcomes the support of the local authority co-ordinator. In addition she reads early years reference books to enhance her knowledge and understanding of childcare related issues. She has recently introduced a system to evaluate her practice and can see how this helps her to identify her strengths and any areas that she can further develop in the future which have a positive impact on children. However, the views of others are not sought as part of the process.

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

Children thoroughly enjoy their time with the childminder and relate confidently to her and to members of her family. They confidently and independently access a wide range of resources which are well-organised and stored at their level in the designated play room. The childminder has a good understanding of how children learn and develop. Information is gathered from parents about their starting points on which to base their learning. She makes observations of the children at play and this information is effectively used to identify the children's next steps of learning. The childminder shares children's progress and achievements with parents and this information helps them to support their child's learning at home.

Children have access to a good range of first hand learning opportunities. They use their creativity well. For example, they have a fantastic time collectively making a robot from tubes, boxes and tin foil. Children's communication, language and literacy skills are supported well as they look at books and listen to stories with the

childminder. Babies explore and show interest in interactive toys, pressing buttons and lifting flaps to achieve effects, such as sounds and new images. However, resources and experiences to support older children's understanding of information technology are limited. The childminder ensures that children have a wide range of experiences outside of the home. For example, they regularly visit museums, recreational areas, the library and various play and stay groups. This supports their social skills well.

Children develop a good rapport with the childminder and her family. They behave in a manner that is supportive of their learning and develop confidence and self-esteem because the childminder gives regular praise, encouragement and support. Consequently, children learn to share take turns and show consideration for each other. All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with parents. Children are learning about the wider world through everyday discussion and a variety of planned experiences. For example, children make divas for Diwali and learn about why it is known as the festival of light. They make poppies for Remembrance Day and support children's charities.

Daily routines help children to develop good hygiene practices. They are reminded to wash their hands before meals and snacks and when returning from outdoor play. Children receive a good variety of healthy meals and snacks which meet their dietary requirements because they are provided by their parents. Drinks are readily available to ensure that they remain hydrated throughout the day. Children develop a secure understanding of how to stay safe. For example, when blackberry picking they check with the childminder which berries are safe to eat and whilst out walking children learn about road safety as the childminder talks to the children about the highway code.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----