

Inspection report for early years provision

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Inspection date	30/11/2011
Inspector	Hayley Lapworth
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. She lives with her adult son in the Holbrook's area of Coventry. The whole of the downstairs of the premises is used for childminding along with the upstairs bathroom. 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 six children under eight years at any one time. There are currently eight children attending, four of whom are in the early years age range. Children attend on a part-time basis. The childminder also cares for children over the age of eight years. The childminder is registered on the Early Years Register and compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relate well to their peers. The childminder provides children with a good variety of learning experiences and she is beginning to identify children's next steps in their learning. The childminder has a good understanding of the welfare requirements and has fully implemented most of these. She has a qualification in childcare and actively considers equality and diversity. The childminder has identified her strengths and weaknesses and uses this information to bring about change in the service she provides. There are some written risk assessments in place.

What steps need to be taken to improve provision further?

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

- improve the identification of children's next steps in all areas of learning so that children can make maximum progress.

The effectiveness of leadership and management of the early years provision

The childminder has secure knowledge of child protection issues including possible signs and symptoms of abuse. She is also fully aware of her responsibilities in the event of a concern about a child in her care. She shares her procedures with parents at the onset of care. All adults living on the premises have completed appropriate vetting procedures. The childminder's home is warm and welcoming and she displays her resources attractively to encourage children to become involved. She ensures that she is always in close proximity to the children which means they are fully supervised. Many potential hazards have been minimised and some areas of the home are included in the written risk assessments. However, the written record does not effectively cover all areas. For example, the stairway and bathroom have not been included. Consequently, children's safety may

potentially be at risk. The childminder obtains parental consents for the seeking of emergency advice or treatment. She is aware of any legal restrictions and who has parental responsibility for the children in her care. The childminder has a level two childcare qualification and continues to grow in her own professional development by accessing short courses. All of which positively impact upon the service she provides.

Systems for monitoring and self-assessment are developing well. The childminder has thought about her strengths and weaknesses and identifies action to take to overcome any weaknesses. For example, she states that she feels she would benefit from attending a training course to increase her confidence in identifying children's next steps in their learning. At last inspection one action and one recommendation were raised. Both of which have been fully met and have positively impacted upon the children's safety and their knowledge and understanding of differences in our society.

Partnerships with parents are good as secure working relationships are established. Parents are invited to share their knowledge on their child's individual routine and stage of development at the onset of care and thereafter. Consequently, the childminder is able to effectively meet the children's on-going needs. The childminder provides parents of very young children with a daily diary. Therefore, this ensures they are fully informed about the care they have received whilst with the childminder. She shares that parents are happy with the service she provides and that she has not received any complaints. For example, she states that parents especially appreciate that she takes their children swimming and on trips to the zoo. Partnerships with other providers, where children attend more than one setting are being developed. As a result, children are provided with consistency of care.

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

Children are settled and keen to play with resources provided. They self-select from a good range of toys and equipment which are made easily accessible to them. The children enjoy their time with the childminder and often seek her affection by giving her a cuddle. There is a good balance of adult-lead and child-initiated activities. The childminder monitors the children's involvement and responds by changing the resources as children become disengaged. She supports their learning by playing with them or alongside them, allowing them to lead their own learning. Children are making good progress as the childminder is securely implementing most aspects of the learning and development requirements of the Early Years Foundation Stage. Each child has a learning journey where the childminder keeps observations and assessments of their learning. Photographs and samples of the children's work are included. However, she is less confident in identifying their next steps in their learning and using this information to inform her planning. Consequently, this may restrict the progress the children make.

Children's personal, social and emotional development is effectively enhanced. The

childminder takes the children to local groups and events where they can spend time building relationships with other children of a similar age. In her home she encourages children of a mixed age group to play together. For example, she suggests children play games such as 'snakes and ladders' and organises a whole group game of 'charades'. The children have fun and thoroughly enjoy playing together. The childminder has a consistent and fair approach towards handling the children's behaviour. She encourages them to share and be kind to one another and offers them praise to help them behave well. To reward children she uses good behaviour charts and stickers and verbally comments on their behaviour. For example, she praises them by saying 'well done, you're a good boy for helping me tidy up all the mess'. As a result, children grow in confidence and feel good about themselves.

Children's understanding of their own safety is enhanced. This is because the childminder talks to the children about their safety whilst out in the community. For example, she explains she encourages the children to use the 'green cross code' and always look right and left before crossing the road. The childminder also keeps children safe in her home by explaining how to prevent accidents. For example, she explains the reasons why they need to put away some toys before accessing more. The childminder also discusses with the children how to keep themselves on the stair case. The children are fully aware of how to keep safe on the stairs as they say to the childminder 'you go first, don't you? Then me'. Children's health is promoted well as good procedures are in place to prevent the spread of infection. Children follow effective hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They are provided with individual resources and are becoming increasingly confident with self-care. Children are provided with food which effectively considers their nutritional needs and their personal preferences. For example, a meal after school may include beans on toast or shepherds pie. Children regularly spend time outdoors in local parks and the childminders garden, therefore, their overall health is enhanced.

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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