

Inspection report for early years provision

Unique reference number	EY426845
Inspection date	07/12/2011
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 2011. She lives with her husband and one child, aged two years, in Coventry. The whole of the downstairs of the premises is used for childminding along with the upstairs bathroom and one bedroom. 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 when working alone. The childminder may care for ten children under eight years when working alongside her assistant. There are currently seven children attending, six 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.

The childminder and her assistant work well as a team, the children are happy and settled in this stimulating environment. They have access to a good amount of space to play both inside and outside. The childminder has a secure understanding of the welfare requirements and has effectively implemented these in almost all areas. She has a good understanding of how young children learn, ensuring that all children are valued and included. Partnerships with other providers where children attend more than one setting are being developed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- expand the written risk assessment of the premises to include, all aspects of the environment that need to be checked on a regular basis and keep a record of these checks (Suitable premises, environment and equipment).
- 21/12/2011

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

- develop further the sharing of relevant information where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as the childminder ensures that all adults living and working on the premises complete appropriate vetting procedures. She has a good understanding of all types of abuse and the possible signs and symptoms. She is aware of her responsibilities in the event of a concern about a child in her care. Space within the childminders home is well organised to provide the children with a good range of learning experiences. Adults are effectively deployed which ensures the children are fully supervised at all times. Many potential hazards have been minimised and the written risk assessments effectively include most areas of the home. However, two potential hazards in the garden have not been included, consequently, children's safety may be compromised. The childminder is keen to develop her knowledge and although the childminder and her assistant are fairly new to childminding they have already identified short courses they wish to attend in the very near future. For example, they have applied to access a course on handling children's behaviour and safeguarding. The childminder is aware of any legal restrictions and who has parental responsibility for the children in her care.

The childminder recognises that self-evaluation plays a key role in continuous improvement. She has completed a self-evaluation form clearly identifying her strengths and areas for improvements. For example, she identified that older children would benefit from having a desk in which to sit at to do their homework after school. The childminder actively includes the views of the parents. She has devised a questionnaire, which asks parent's specific questions about the service she provides, for example, she asks them to give their view about the methods she uses to share in the children's development.

The childminder is positive about inclusion and she monitors the children's involvement to ensure they are all fully engaged in the activities. The childminder demonstrates how children with special educational needs and/or disabilities can be fully involved in the life of the setting. She presently cares for a number of children with English as a second language. She often uses their home language when she converses with them during their play and routine and then translates what she has said into English. Consequently, children are learning two languages and becoming bilingual. The childminder is considering how to develop her links further with other providers where children attend more than one setting to ensure information is shared more readily and used to promote children's achievement and well-being.

The childminder has developed strong working relationships with parents and carers. As a result, the childminder is able to effectively meet the children's on-going needs. Parents are valued by the childminder who spends time getting to know them, and their child at the onset of care. Parents are effectively encouraged to share what they know about their children in relation to their starting points and as they progress in their development. The childminder shares her planning and the children's learning journeys with parents. Information taken from the parental questionnaires expresses how happy parents are with the service. They write they especially appreciate the many photographs and information about their children's

development and the advice the childminder gives to them about handling their children's behaviour.

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

Children share good relationships with the childminder and her assistant. They are active and keen to play with resources provided. They regularly self-select from a good range of toys and equipment which are made easily accessible to them. 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. Children are making good progress as the childminder is securely implementing the learning and development requirements of the Early Years Foundation Stage Framework. 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 also included. The childminder then uses this information to determine their next steps in their learning.

Children's personal, social and emotional development is effectively enhanced. They regularly spend time with other children of the same age in the childminders home and at local groups. Children of mixed ages are encouraged to play together, share and be kind to one another. The childminder has a consistent and fair approach towards handling the children's behaviour. She ensures that she is in close proximity to the children to support their learning and manage any disagreements as they arise. To reward children she uses verbal praise and stickers. For example, she praises them by saying 'well done, you did it' when children independently use the toilet. Older children are encouraged to begin to understand the concept of time. For example, the childminder shows the children on a clock how long 5 minutes are when they are waiting for their turn with the most popular toys. As a result, children are learning about how numbers can be used in everyday situations whilst learning how to be patient and behave well.

Children's understanding of their own safety is enhanced. This is because the childminder talks to the children about their safety before they go and whilst they are out on trips in the local community. For example, she explains she encourages the children to always find a safe place to cross the road. 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. Children are provided with food which effectively considers their nutritional needs. All food is home prepared and includes good amounts of fresh produce. For example, children eat vegetable soup for lunch followed by yoghurts for desert. Children regularly spend time outdoors in the childminders garden. They enjoy digging with spades and mark making using chalks on the walls. Therefore, they have fun and 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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