

Inspection report for early years provision

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Inspection date	19/01/2012
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 2011. She lives in the Coventry area of the West Midlands with her partner and two children aged 10 and four years. The whole of the ground floor property is used for childminding purposes. Accessibility to the premises is via several steps. 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 family has a pet dog and a guinea pig.

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, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has a level 4 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy participating in a broad range of activities which helps them to make good progress in their learning and development. They play in a homely environment where they are all equally valued, respected and benefit from care that is tailored to meet their individual needs. Secure relationships are established with parents and other early years settings which helps to ensure consistency of care. All required policies and procedures are in place and the childminder is beginning to use self-evaluation to develop her service to children.

What steps need to be taken to improve provision further?

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

- improve the systems for evaluating the provision by effectively involving parents in the process.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to protect children and a well-written policy that under-pins her practice is shared with parents. Effective procedures are in place to report any concerns to the appropriate authorities and children are never left with people who have not been suitably vetted. A detailed risk assessment has been conducted and this includes daily checks on the home, garden and resources to ensure children can explore their environment while

keeping safe. Space is used creatively and the needs of each child are valued and respected. She actively promotes equal opportunities which helps to ensure that her practice is fully inclusive. Children benefit from good levels of supervision and individual attention. As a result, they thrive in her care.

Parents comment positively on the service provided; they express how happy their children are in her care and appreciate the experiences they enjoy and participate in. The childminder has good relationships with them and others involved in their care and education. She communicates well with parents and also shares the full range of policies and procedures with them. Each child has a 'learning journey' which contains information about their development and this is available to parents so they can share in their children's achievements. The childminder works effectively with others who deliver the Early Years Foundation Stage to children, which helps to complement their care and learning.

The childminder has a recognised early years qualification and has completed a range of training which demonstrates her good commitment to improving her awareness of childcare practice. She is beginning to use self-evaluation appropriately to identify areas for continuous improvement although systems for effectively obtaining the views of parents are not fully in place.

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

The childminder has a good awareness of helping children to develop and how to use the Early Years Foundation Stage to achieve this. Children enjoy a wide range of activities, many of which they can choose for themselves. Detailed observations are clearly linked to the six areas of learning, show what children achieve and how they are helped to move onto their next steps of learning. Consequently, children are making good progress. The childminder spends a lot of time interacting with children and warm relationships are in place, meaning children feel secure and settled.

Children's communication skills are promoted well as the childminder talks to them continually and helps them to problem solve. For example, she teaches children to twist and turn pieces of a puzzle until they fit and look at the box so that they can see the full picture. Books are easily accessible and children listen with interest to the stories that the childminder reads. This helps them to understand that print carries meaning and extends their love of books. Children use their imagination well. They pretend to be vets by looking after animals and take their 'baby dolls to the clinic' to be looked at by the doctor which effectively promotes their role play.

Children develop a strong understanding of the wider world as they access a good range of resources and activities that are representative of diversity. In celebration of the Chinese New Year, children make a Chinese dragon by colouring in the head and making the body from concertinaed paper. In addition, they find out about the animals of the zodiac. Children have plenty of opportunities to socialise with other children as they visit a childminder and play and stay groups. They enjoy time in

the fresh air, using large equipment and wheeled toys. This offers them a good range of physical challenges. The childminder ensures children can play outside in all weathers and resources, such as ride-on toys, a playhouse and water tray provide a range of experiences to excite their curiosity. Free flow around the ground floor allows children to explore their environment.

The childminder helps children to understand about keeping themselves safe as she talks to them about possible hazards and consequences in the home and on trips. Therefore, they are aware of road safety when they are out and of simple precautions, such as, not standing on furniture in the house. Children adopt healthy habits, such as good hygiene practices. They understand the importance of regular hand washing and putting used tissues in to the bin to prevent the spread of germs. They are provided with healthy, well-balanced meals and snacks which take into account parental preferences and children's dietary needs.

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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