

Inspection report for early years provision

Unique reference number	EY340833
Inspection date	06/03/2012
Inspector	Catherine Sharkey
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 2012

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 2006. She lives with her husband and younger son in the Coventry area of the West Midlands. Operating times vary according to need and are each weekday for 51 weeks a year with overnight care one or two nights a week. The whole of the ground floor is used for childminding. The children come from the local area. There is a fully enclosed garden for outside play.

The childminder works with an assistant and is registered to care for six children at any one time and is currently caring for five children, four of whom are in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently supports children with special educational needs and/or disabilities. The childminder has an early years qualification to Level 2 and is a member of the National Childminding Association. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the early learning goals which is evident in the clear planning and in the activities provided. This means that children are making good progress. Children are safe and well protected as effective policies are in place and the premises are checked daily and most documentation is in place. Partnerships with parents are good, but they are not yet fully involved in their children's learning through the sharing of information and contributions to their progress records. The childminder is fully committed to continuous improvement and practises good self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessment clearly states when it was carried out, by whom and date of review (Documentation) 20/03/2012

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

- find ways to fully involve parents in children's learning through sharing information with the childminder and encouraging them to contribute to children's progress records.

The effectiveness of leadership and management of the early years provision

Children are safe as the childminder is well trained in safeguarding and child protection issues. The front door is locked and there is a stair gate, socket covers and guards on table corners, which means that children are safe when moving around the house. Regular fire drills take place and older children know what they should do in an emergency. Children are supervised closely and there are no unsupervised visitors in the house. Parental consent is obtained for emergency medical treatment and appropriate checks are in place for all adults coming into contact with the children. Good risk assessments are in place, though these are not signed or dated.

Resources are interesting and of good quality. A very good range of push button and cause and effect toys, small world, role play and construction toys encourage children to use their imagination and creativity. They access these easily and they are suitable for all ages. The outside area is used well for children to enjoy using wheeled toys and the trampoline, which means that they develop their physical skills well. They choose from a good range of books, percussion instruments and mark making media.

The childminder attends regular training courses and has very good support from the local authority early years support worker. She is well motivated and supervises her assistant who attends a range of childcare courses. The childminder is committed to the continuous improvement of her provision and records her self-evaluation on an ongoing basis. They both share ideas and advice on good practice and provision through regular informal meetings with other local childminders and early years providers. The previous recommendations have been fully addressed. Parental consent is now obtained to seek emergency medical treatment and the first aid box is fully stocked and checked monthly. This means that children's safety is not compromised.

Partnerships with parents are good. They share information on their child's achievements and daily routines when they first start, but do not tend to continue this on a daily basis. They are able to see children's 'All About Me' books, but do not contribute to these on a regular basis and so are not fully involved in their children's learning. They are given good information on the provision and care and are encouraged to continue children's learning at home. Parents are shown daily, written information on their child's day, which is recorded in a diary for each child. The childminder works well with other professionals and local settings in order to improve provision and practice.

Children with special educational needs and/or disabilities are supported well. The childminder works closely with parents and the sensory support service. A sensory room at a local special school is used very effectively on a regular basis. Children are encouraged to say or repeat familiar words and some signing is used. This means that children are making good progress and are fully included in all activities.

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

The childminder has a comprehensive knowledge of the early years foundation stage. This is evident in the clear planning which makes use of good observations to plan children's next steps. These are clearly written into the planning. 'All About Me' books for each child contain photographs of their progress, labelled with the relevant area of learning and evaluative comments on their progress and what they are doing. This enables all children to build on their learning and make good progress. Children enjoy developing their skills for the future very well through the use of a small computer and a wide range of push button toys. The computer is used very effectively to play songs and videos with which children join in and a wealth of games, so that they learn to recognise letter sounds, numbers, solve practical problems and learn about the environment. Older children also use letter and sound cards and toys. All children learn early reading and writing and mathematical skills in their daily activities, such as counting how many bears in a picture or being asked to name colours or shapes. The childminders encourage them to develop their language and vocabulary very well by asking them effective questions about their play. For example, which cutlery they might need to eat some chicken in the kitchen role play. They enjoy singing and dancing and a wide range of creative activities, such as collage and painting. A good range of climbing and balancing equipment is used at the park and children learn about the world around them through these visits. Older children are able to attend forest schools sessions in the holidays, which widens their knowledge of the natural world.

Children feel safe with the childminder as they are calm and settled and show confidence in choosing resources and activities. They are happy as they know the childminder and her assistant very well and are made to feel welcome in the caring, homely atmosphere. Children happily join in with songs and actions and settle to sleep easily when they need to.

Children's health and well-being is promoted effectively through the implementation of comprehensive policies and procedures. Children and adults wash their hands at appropriate times during the day and dry them with paper towels which minimises the spread of infection. They have access to water and milk when they need it and have healthy meals and snacks, such as fruit, pasta or yoghurt. They learn the importance of keeping clean, taking care of their bodies and eating healthy food. Children have daily fresh air and exercise in the garden or at the park.

Children are calm and settled and are praised and encouraged for their achievements. Their work is valued and kept in their record books. They are proud of this and enjoy showing it off. They are given stickers on a chart for good behaviour and have very good manners, as the childminder and her assistant set very good examples. When the childminder pretends to cry when play gets too rough, a child hugs her and says sorry. All have very good relationships. Children share the toys and work very well together. They learn to be independent, feeding themselves and choosing their own resources. Children are easily calmed if they

become agitated, for example, when the computer goes off. They concentrate well on activities and are learning to be aware of the needs of others. Children learn about a range of cultures, such as Chinese New Year, Diwali, Eid and Christmas through art work, videos and role play. This means they are learning about diversity and the wider world.

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
--	---

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
--	-----