

Inspection report for early years provision

Unique reference number	EY433146
Inspection date	26/04/2012
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 near Coventry city centre with her partner and two children aged six and 13 years. The ground floor sitting room and kitchen are used for childminding. The bathroom is on the first floor. A secure garden at the back of the house is available for outdoor play. The childminder currently operates from 4.30pm to 8.30pm during term time.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time and of these, three may be in the early years age group. She is currently minding three children between the ages of four and eight years. The childminder is able to walk with children to and from a local school and pre-school. She is a member of the National Childminding Association.

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 and provides worthwhile learning experiences for children. They are safe and secure in her care as she is vigilant in her supervision and demonstrates a thorough knowledge of safeguarding and child protection, although the policy does not reflect this knowledge. The childminder builds good partnerships with parents, involving them in their children's learning through sharing daily journals and working on activities at home. This means that the needs of all children are met. However, she does not yet have links with the children's school in order to provide continuity in their learning. The childminder evaluates her teaching and plans her training accordingly so that she is continually improving her provision.

What steps need to be taken to improve provision further?

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

- build links with the children's school in order to complement the education and care they receive in their full time setting
- extend the policy to show more detail of procedures for safeguarding and child protection in relation to the Local Safeguarding Children Board guidance.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder carries out very detailed risk assessments, which means children are safe both on and off the premises. She teaches children to take care when crossing the road and reminds them of rules which keep them safe, such as not running in the house. She demonstrates a

thorough knowledge of safeguarding and child protection and there is a written policy, however, this is not consistent, which could lead to confusion regarding the correct guidance to ensure children are safeguarded. Children are familiar with what to do in the event of an emergency as they have a weekly evacuation practice. The lounge, kitchen and safely enclosed garden are well organised and used effectively. An interesting range of resources, including small world toys, construction, wheeled toys, games, books and puzzles are used well to promote all areas of learning. Children choose from a wide range of creative materials, such as, paints, chalks or recycled modelling materials. This means they are learning to be independent in their choice of resources.

The childminder evaluates her teaching and plans her professional training as a result. She receives advice from the local early years team and has links with other childminders, which enables her to keep up to date with best practice and to share ideas. However, she has yet to build links with children's schools so that their learning is consistent and complemented by her care. There are good partnerships with parents and carers. They share a daily journal on their children's activities and extend these or help them to practise other skills at home. This means they are involved in their children's learning. Parents share information with the childminder about their children's specific needs, such as, diet and routines and their achievements. They are invited to contribute to their children's 'Learning Journeys' and may see these at any time.

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

The childminder shows she has a thorough knowledge of the early learning goals by planning worthwhile activities relating to these, through which children build on their learning. She observes each child and uses the information to plan their next steps, which ensures that the needs of all children are met and they make good progress. This is recorded in children's 'Learning Journeys'. Children enjoy using an exciting range of creative materials to paint or make three-dimensional models. Younger children are learning the shapes and sounds of letters and simple calculation through focused activities with the childminder. They learn to compare weights and measures and use mathematical language when filling different-sized containers or when baking. Children develop their physical skills well by using the large equipment at the park and the balls, bats and wheeled toys in the garden. They learn about nature and the local area on their outings to the parks and the library. Children are competent in their independent use of computers and other technological resources, such as the 'walkie talkies'. The childminder encourages children to talk about their day and about their activities. She asks stimulating questions which encourage children to think about their learning and helps them to solve problems. For example, 'what will happen if you use red paint on the red paper?' This means children's language and communication skills are being developed very well.

Children are offered healthy meals and snacks and learn about which foods are good for them. The childminder has good policies which prevent the spread of infection and promote children's health and well-being. They wash their hands

before meals and after using the toilet and are taught hygienic practice by the childminder. Children have fresh air and exercise when the weather is dry and have access to water at any time. Children show they feel safe with the childminder as they know her well and call her 'Auntie'. They are pleased when she joins them in a painting activity and some children sing as they paint. Children are confident to ask for the things they need, to offer opinions or decide which activities they would like to do. They are all very settled in the friendly and homely atmosphere.

Children behave very well and show an interest in each other and in the childminder. They enjoy hearing about her day as well as telling her about theirs. They all gather for circle time when they arrive to talk about what they have done at school and how they are feeling. They help to tidy up and have good manners, learning skills for the future. They respond well to occasional reminders to say 'please' or to share the toys and also remind each other to take turns in the discussion and to listen to each other. Children are learning to be independent in their choices of activities and resources. They decide to paint and concentrate for a long time on this. They all enjoy contributing to discussions and their opinions and input is valued. Children enjoy being praised for this and are given confidence. Children are kind, thoughtful and aware of the needs of others, as the childminder leads by example. They show concern for each other if they are sad or hurt. They are learning about a range of cultures and festivals, such as, Christmas, Easter, Diwali or Chinese New Year. Children enjoy sharing what they learn at school and make cards for some of these celebrations. 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
--------------------------------------------------------------------------------------------------	-----