

Inspection report for early years provision

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Inspection date	22/05/2012
Inspector	Karen Millerchip
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 Coventry with her husband and their 23-month-old child. The childminder works alongside another childminder. The ground floor of the house is registered for childminding and the upstairs bathroom. There is also a fully enclosed garden for outside play. The family has one pet cat.

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, two may be in the early years age group. When working with her co-minder they may care for eight children under eight years of whom no more than five may be in the early years age range. Currently, two children in the early years age range attend on a part-time basis. The childminder is able to walk or transport children to and from a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled as the childminder and her co-minder know them well. Children generally make suitable progress in their learning and development. The childminder works well with parents and ensures that their wishes are taken into account regarding the care of their child. All policies and documentation are shared with parents and suitable risk assessment ensures children are cared for in a safe environment. The childminder and her co-minder are beginning to identify areas for improvement and are developing ways to gain the views of others to inform the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop further the evaluation systems to gain the views of others and to ensure that the quality of children's learning, development and care continues to improve
- develop further the links between observation and assessment, to identify individual children's next steps of development.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder ensures that all adults living and working on the premises are suitable to do so. The childminder demonstrates a suitable knowledge and understanding of all types of abuse and is aware of

reporting procedures to follow should she have any concerns about a child in her care. A safeguarding policy is in place which is shared with parents during the induction period. Daily visual risk assessments of the home and the garden ensure children can play in a safe environment. Written risk assessments for outings include how children are kept safe when going out in the car and when walking to and from school.

Toys and resources are set out for children prior to their arrival and include children's favourite activities, such as sand and water play. The storage of resources allows for children to make some free choices and the childminder has identified ways to improve opportunities for self-selection in the future. Children show they are familiar with other toys available as they confidently respond when asked what other toys they would like. For example, the childminder quickly responded to the children's request to 'do some painting'. A sufficient range of learning opportunities and resources are available that help children learn about the wider world and different people in society. The childminder and her co-minder know the children well and provide for their individual needs through taking part in their play and giving praise and encouragement as they learn.

Partnerships with parents are good. The childminder takes responsibility for developing sound information about the management of the setting, policies and procedures and the record of children's development. Parents are informed through a variety of methods about their children's daily experiences with the childminder. For example, information is shared through verbal communication, daily diaries, learning journals and individual review meetings. Parents are also encouraged to contribute to the daily diary to share their knowledge of their children's ongoing progress. This ensures parents feel valued and included in their children's care and learning. A parent interviewed during the inspection spoke highly of the support offered and the big improvement in her child's language development and confidence since being with the childminder. The childminder and her co-minder understand the importance of supporting children in the transition to other providers and are working with a parent to help with the settling-in period at the local nursery. The childminder currently discusses issues with teachers at the local school to promote continuity of care.

The childminder has attended training sessions that support her practice in areas such as first aid, safeguarding, eating well for the under-fives and food hygiene. Although the childminder has only recently started to look at self-evaluation she and her co-minder have identified realistic areas for development that will improve outcomes for children and parents. Future plans include gaining the views of others to influence how they can improve the service they provide.

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

The childminder provides a balance of adult-led and child-initiated activities and she interacts with them to support their learning. Basic planning is in place and

generally links to the six areas of learning. Day-to-day activities are led by the children and the childminder happily responds to their requests. Observations are carried out by both childminders and clearly show what children can do. The childminder is beginning to use the guidance to assess children's progress, however, systems are not fully effective in identifying individual children's next steps of development. Therefore, children may not progress as readily as they could. Photographs and children's artwork alongside observations are included in their 'learning journals' which are used to keep parents informed of their experiences with the childminder.

Safety is promoted within the home and when out and about. Children are reminded of house rules and introduced to road safety. They also have regular opportunities to practise the emergency evacuation drill which ensures they know how to keep themselves safe in the event of an emergency. Children behave well and are learning to share and take turns. Constant praise and the use of stickers encourages them to be kind to one another and to develop good behaviour and manners. Children are encouraged to feel good about themselves and proud of their achievements as their artwork is displayed in the childminder's home and at school.

Children have suitable opportunities to access fresh air and exercise on a daily basis. For example, in the garden they enjoy playing with the sand and water, helping to grow vegetables and playing with bikes and push along toys. Whilst in the garden, discussions take place, to remind children to wear their sun hat to keep them cool and have sun cream applied to keep their skin safe. Children's individual dietary preferences are known by the childminder and she provides snacks and drinks in accordance with their needs. She has recently attended a course that has given her new ideas on how to provide interesting healthy snacks to the children. The childminder is qualified in first aid and has a readily accessible first aid kit, which means she can provide children with appropriate care in the event of an accident. As a result, children's general health is satisfactorily promoted.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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