

Inspection report for early years provision

Unique reference number	EY440764
Inspection date	18/07/2012
Inspector	Hazel White
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 2012. She lives with her husband and three children aged one, five and seven years. They live in the Coventry area of the West Midlands. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. The childminder can take and collect children from local schools and pre-schools. The family has two pet cats and three rabbits.

The childminder is registered to care for a maximum of three 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 two children attending who are within the early years age range, one of whom attends on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and develop strong relationships with the childminder and her family. Overall, they enjoy a good balance of experiences that cover all areas of their learning. This is an inclusive, friendly and welcoming setting where children are valued as individuals. Secure arrangements are in place to exchange information with parents and other settings in order to identify and meet children's needs. Generally, the childminder demonstrates a good commitment towards improving and monitoring her practice and is developing self-evaluation systems.

What steps need to be taken to improve provision further?

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

- improve the range of resources to support children's opportunities to develop positive attitudes to diversity
- improve the systems for the organisation of the setting to include ongoing effective procedures to evaluate the provision and implement areas for improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a strong knowledge of child protection issues. She is aware of possible signs of abuse and the procedures to follow should she have any concerns. Both adults have undergone appropriate suitability checks. Children are supervised well and there are good systems in place to promote children's safety. For example, daily checks ensure that all areas of the

home are safe for use. Comprehensive risk assessments are conducted for the environment, both indoors and outside, including the activities the children do and the outings they go on. Therefore, their safety is effectively maintained. Regular fire drills are practised so that children learn how to keep themselves safe in an emergency.

Effective use is made of space in the home to provide a wide range of different activities and experiences. Resources are easily accessible and help to promote most areas of learning. Although the childminder makes good use of the local community to extend children's knowledge of the wider world, this is less evident in the home as there are few resources which promote positive images of diversity. Consequently, there may be some missed opportunities to enhance the children's learning in this area. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. She is sensitive to the needs of children with special educational needs and/or disabilities and understands the importance of obtaining detailed information from parents about their care. Good partnerships with the pre-school and school she collects children from promote continuity of care and learning.

Relationships with parents are good. Information about children's care and learning is effectively shared with parents to ensure they are kept well informed. Daily chats keep parents up-to-date with what their children have enjoyed and, in addition, they each have a detailed daily diary. Parents share information about their children's starting points at the onset of care and this information is fully used to inform planning and identify their next steps. Letters seen at the inspection include very positive feedback from parents, with comments describing the childminder as 'very welcoming and helpful with all aspects of care'. They state that their children are 'confident and happy in the care of family members'.

The childminder is developing a system to monitor and evaluate the provision. However, this is not fully effective in prioritising areas for improvement. She has a good commitment to keeping her own knowledge and expertise up-to-date. Her professional development is shown by the courses she has attended, which include safeguarding, food hygiene and first aid. She liaises well with the local authority and shares good practice with other childminders.

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

Children are happy and relaxed in the childminder's care, accessing a wide range of resources which are age and stage appropriate. The childminder observes children well and knows their capabilities, she provides stimulating activities that she knows they enjoy. Her flexible planning develops through the interests and play preferences of children. This ensures that children benefit from a good balance of child-led and adult-initiated activities that sustain their interest well. The childminder assesses and plans for children's next steps. Each child has a learning journal which includes a delightful range of photos which captures them having fun as they play. These also have examples of their work which shows they are making good progress.

The childminder engages in conversations with children, encouraging their language development. She uses repetitive language to help children's understanding of new words and introduces phonics to children who are learning the letters of the alphabet. Children enjoy exploring art and craft, for example, making 'princess' pictures for their bedroom and medals from card, glitter and stickers in readiness for sports day. They carefully thread a ribbon through a hole in the card so they can wear it with pride after their event. They persevere when completing jigsaws, turning the pieces around so they are the right way and look for those with straight edges first. Younger children learn to put shapes into a sorter and show great interest in toys with buttons, flaps and simple mechanisms, which they learn to operate. This aids children to think critically and be active, creative learners

Lovely relationships are established with the childminder and her family. Children's behaviour is good and their positive self-esteem is maintained as the childminder creates a friendly, calm and relaxed atmosphere. They are encouraged to make choices in play, keeping them active and interested. All children access the full range of toys and none are kept specifically for either gender. They learn about similarities and differences in people by attending various groups in the local community. Some resources within the home reflect the wider world and diversity.

A healthy environment is maintained through effective hygiene routines. The childminder works closely with parents to accommodate children's individual dietary needs, providing healthy home cooked meals and snacks that children enjoy. Children grow tomatoes, carrots and cress which they pick and taste when ripe and this helps the childminder to reinforce messages about healthy eating. Children benefit from the fresh air, exercise and opportunities to develop physical skills provided through the regular outdoor activities, For example, children have regular trips to the local park and use the garden daily. During activities and routines, children learn about safe practices, such as, crossing roads carefully and the dangers of walking in front of swings in the park.

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
--	-----