

Inspection report for early years provision

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Inspection date	08/08/2012
Inspector	Tracey Boland
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 2012. She lives with her partner and child aged one year in Coundon, Coventry. The whole of the ground floor and first floor bathroom is used for childminding. Accessibility to the premises is via a small step into a porch which leads into the house. 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 childminder is registered to care for a maximum of five children under eight years of age at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage and attends on a full-time basis. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and relaxed and have formed strong relationships with the childminder. She observes them in play using photographs to reflect the activities. However, she does not evaluate their achievements or use the information gained to plan for the next steps in their learning. The childminder keeps parents informed about what their children are doing and obtains information about their needs and routines. Risk assessments cover all areas of risk and a clear fire evacuation procedure is in place. Systems for self-evaluation are still developing to enable the childminder to develop her service further, however, parents' views are sought through verbal discussion.

What steps need to be taken to improve provision further?

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

- develop the planning of activities to ensure that it is flexible, follows children's particular interests and takes account of their individual learning needs
- improve the use of observations and assessments to identify learning priorities for each child
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. A written child protection policy is in place and shared with parents. Children are not left unattended with adults who have not been vetted, and their well-being is promoted as the childminder holds a valid first aid certificate. She provides a welcoming environment for the children and clear relationships have been formed between them. All required information relating to the children is held by the childminder enabling her to meet their individual needs. Risk assessments are in place and the childminder has clearly identified potential risks to children and taken appropriate action to minimise them.

Parents are provided with written policies and procedures, and the childminder shares information about the service she provides. She supports children's learning with a range of age appropriate activities and uses the toy library to maintain children's interest introducing new resources. The childminder understands the importance of cohesive working when caring for children with special educational needs and/or disabilities and the need to obtain concise information to enable her to effectively meet their needs. Children learn about diversity and the wider world through discussion and the activities they are involved in. Resources reflect positive images of the various cultures within their community and these are further reflected in books, dolls and small world figures and through the discussions that take place. Children where English is an additional language are welcomed and the childminder is proactive in ensuring all feel valued and included by obtaining key words and using visual timetables to encourage their involvement in daily routines.

The childminder is aware of the benefits of building relationships with other providers of the Early Years Foundation Stage who are involved in a child's life and understands the importance of clear systems for communication. The childminder is aware of the importance of self-evaluation. Time is spent talking to parents to gain an understanding of their views of the service provided. However, the information is not yet used effectively to inform her own practice as part of her own ongoing development.

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

The childminder has formed secure relationships with the children she cares for and provides a service to meet their individual needs. She discusses in detail their routines, personal care needs and development with parents giving her an understanding of appropriate activities to encourage their learning. Observations of children at play are completed but do not clearly reflect the learning of the children as they do not contain sufficient information for her to evaluate and plan effectively for the next steps in their learning. Therefore, they may not receive sufficient challenge.

Children enjoy a variety of age appropriate resources and activities that stimulate and interest them. They have plenty of opportunities for fresh air and exercise through playing in the garden and visiting the local park. They develop coordination skills when climbing and manoeuvring over, under and through the equipment, and are supported while their confidence increases. Their social skills are continually encouraged at the groups they attend where they meet with familiar faces and access more resources. Children's confidence is continually encouraged through praise and positive reinforcement from the childminder. They are encouraged to be kind to each other, to share and take turns.

Children learn about safety when out through discussions about road safety, and use clear routines when crossing the roads. Younger children are safely strapped into buggies to ensure they are safe and older children stay close to the childminder at all times. They learn the importance of suitable hygiene routines through washing their hands and become independent in their personal care needs. Younger children's personal needs are met and the childminder ensures their comfort is maintained.

Children are actively involved in lots of art and craft activities and are currently learning about the Olympics, making their own gold medals and re-creating the Olympic rings through painting with foam circles. They learn about healthy foods as they talk about the foods they like and their dietary needs and preferences are known and respected. Freshly prepared meals are provided that take account of those needs and the childminder ensures they have a varied but healthy diet in her care.

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	3

The quality of the provision in the Early Years Foundation Stage

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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