

Inspection report for early years provision

Unique reference number	EY364664
Inspection date	17/01/2011
Inspector	Hayley Lapworth
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.

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 2007. She lives in Coventry with her partner and two children aged three and seven years. The family has a pet dog and rabbit. The downstairs of the childminder's home is used for childminding and a safely enclosed back garden is available. There is a ground floor toilet. The premises are accessible to all.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children aged under eight years at any one time. The childminder is currently minding nine children, all of whom attend on a part-time basis, four of whom are in the early years age group.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The learning and development requirements are implemented exceptionally well. Partnerships with parents are excellent and the deployment of resources is very secure. The childminder ensures that all children are valued and included. Information is obtained, records are maintained and risk assessments are conducted including most of the potential risks to children. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice. Good hygiene practices are encouraged most of the time.

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 risk assessment identifies all aspects of the environment that need to be checked on a regular basis and review it regularly (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 25/01/2011

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

- develop further the methods used for self-evaluation to identify and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The childminder ensures that all adults living on the premises complete vetting procedures. A safeguarding policy is in place. The childminder has a secure knowledge and understanding of types of abuse and of possible safeguarding issues. The childminder manages her time extremely well, ensuring the children are fully supervised at all times. Many risk assessments have been devised. These include risk assessments for outings in and around the local community. However, there are still minor omissions. Consequently, this impacts upon the children's safety. Parental consents are in place for the taking of photographs and using public transport. The childminder also obtains information about legal restrictions and parental responsibility.

There is good capacity for continuous improvement. The childminder recognises that self-evaluation plays a key role in improving the service she provides. She has completed the Ofsted self-evaluation form and has identified areas for improvement. The childminder places a huge emphasis upon her own professional development and has attended many short courses. Three recommendations were raised at the last inspection, all of which have been fully addressed. Consequently, this impacts upon the quality of the service she provides.

The childminder has a positive attitude towards inclusion and is committed to treating children and their families with equal concern. Consequently, she is effective in meeting the needs of all the children who attend. Secure arrangements are made to ensure children of all ages and capabilities access all of the facilities and activities that are on offer. The childminder demonstrates how children with special educational needs and/or disabilities can be fully involved. She has developed good working partnerships with other providers where children attend more than one setting. This contributes towards a consistent approach for the children's care and learning needs.

Partnerships with parents are excellent. The childminder has a warm and caring approach and the visual environment is inviting to children as the toys are attractively displayed. Parents are provided with a wealth of written information at the onset of care, most of which is also verbally discussed during the settling-in period. Through a variety of methods such as questionnaires and verbal comments received by the childminder parents comment positively on many aspects of the service. Parents describe the childminder as 'fabulous'. They share that they are especially appreciate that 'their children are learning to speak English very quickly, that they are amazed they use words such as hexagon, when looking at shapes at such a young age'. Parents have regular access to their children's detailed 'learning journeys' and they are encouraged to contribute and share their observations of their child's learning at home. Consequently, children's development is positively enhanced.

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

Children are making superb progress towards the early learning goals. Children of all ages are effectively challenged; they have fun and enjoy their learning. There is a great range of resources and activities that meets their needs very well indeed. The childminder provides them with an excellent balance of adult-led and child-initiated activities. Planning includes the children's individual next steps in their learning and their individual interests.

Children are provided with superb activities to enhance their creativity. They develop great manipulative skills as they play with a variety of resources that are appropriate for different ages and stages of development. For example, they enjoy making models from dough and using scissors to cut out their favourite pictures. They also make Easter bonnets, Mother's day cards and diva lamps whilst learning about festivals, culture and religion. Children learn about the world around them and have good opportunities to use problem solving number and reasoning. For example, they attend a local group where they look at wildlife in its natural environment. Children are equipped with binoculars and magnifying glasses to look at insects such as ladybirds. They are encouraged to count how many spots the ladybird has and record their findings on a note pad. As a result children are beginning to understand writing for a purpose.

Children behave well and learn what is expected of them. Older children are involved in looking at house rules and all children receive positive praise from the childminder for a job well done. The children play well with one another and share warm relationships with the childminder. Settling-in procedures are sensitive towards children's individual needs. Therefore, they are calm and confident in their surroundings.

Children learn about how to keep themselves safe in the event of an emergency. For example, they participate in practising the emergency evacuation procedure. They also learn about how to keep safe in the childminders home. This is because she reminds them not to climb on the furniture or sit on their knees when using the dining table chairs. Children understand and adopt healthy habits such as good hygiene practices most of the time. They are encouraged to wash their hands after visiting the bathroom and following messy or outdoor play. However, on occasion children are not encouraged to use a tissue following a cough or a sneeze. Children's nutritional needs are considered in the food that is offered. For example, they access fresh fruit on a daily basis. Drinks are easily accessed by the children. As a result they can meet their own body's needs when they are thirsty.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 25/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 25/01/2011