

Inspection report for early years provision

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Inspection date	23/02/2012
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 has been registered since 2011 and works with two other registered childminders from her home. She lives with her husband and 16-year-old child. They live in a house in Coventry. The location is convenient for schools, shops and park. The whole of the premises is used for childminding. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time when working alone. When working with two other childminders at the above premises, may care for no more than 12 children under eight years; of these, not more than 12 may be in the early years age group, and of these, not more than 1 may be under one year at any one time. Currently they are caring for eight children between them. The childminder is able to take and collect children from the local school. 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 satisfactory.

Children are happy and settled as the childminder and her co-minders know the children well. Children 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. Suitable risk assessment ensures children are cared for in a safe environment. The childminder demonstrates a growing awareness of the practice required to promote the outcomes for children and has the experience and capacity to improve further.

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 ensure that the quality of children's learning, development and care continues to improve
- further develop the links between observation and assessment, to identify individuals children's current stage of learning.

The effectiveness of leadership and management of the early years provision

Children are protected appropriately because the childminder has a general awareness of safeguarding procedures. She is clear with regard to the action she must take if she was to have concerns about a child in her care. A co-minder is

responsible for the development of the policies and procedures and they are displayed for all to see. The childminder has a suitable understanding of the Local Safeguarding Children Board's procedures and is aware of the contact details should she have concerns about a child in her care. All adults living and working on the premises have undertaken appropriate checks to confirm their suitability to come into contact with minded children.

The childminder carries out daily visual checks of the home to ensure children play in a safe secure environment. She can demonstrate how children are kept safe when out walking in the local area and when travelling on public transport. Children follow familiar daily routines which helps them to settle and develop confidence.

The childminder's home is suitably organised with most toys presented for play in low level storage boxes. Therefore, children have easy, independent access to most toys and resources. Children of all abilities are fully included in play activities, and those who have English as an additional language are fully supported in using their home language. Play opportunities that develop awareness of the Polish language and community are strong and resources that promote other cultures and nationalities are being introduced through the use of the library, internet and the celebration of specific festivals. The childminder develops sound relationships with parents to ensure that she cares for their child in accordance with their wishes. Information about their care needs and interests are recorded and are beginning to be used as a basis on which to build the children's learning and development. Daily conversations keep parents up to date with what their children have enjoyed during the day. The childminder demonstrates an awareness of liaising with other early years providers and plans to develop this area of her practice once the children start attending other settings.

Although the process of self-evaluation is very new, the childminder can identify areas for development and is looking at providing more messy play and different opportunities for outdoor play. She has experience as a teacher in Poland and is starting to link this knowledge of child development to the areas of learning and the early learning goals.

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

Children are happy and settle well in a homely, friendly environment. Children form good relationships with the childminder, her co-minders and her family. The childminder joins in the games with them and spends time sitting on the floor with young children, talking to them about what they are doing and everyday routines. Children show they are enjoying themselves and having fun as they laugh and clap as they play. Children confidently investigate how toys work by pressing buttons and turning switches that activate both sound and lights. They have opportunities to be creative, as they make models with coloured dough, draw pictures and make heart shaped cards using glue and materials. During these activities they identify colour, shape and count. These activities support their development and learning, which promotes their skills for the future.

The childminder knows the interests of the children well. The childminder is beginning to record observations and identifies the next step in learning and development. However, the links to the areas of learning are not secure. Therefore, potentially limiting children's achievements. The childminder plans a focus for the day such as, 'pairs' but this remains flexible to meet the needs of the individual child. Children play well together and are learning to share and take turns with support from the childminder.

Some snacks and meals are provided by parents, but there is flexibility in the arrangements for food and drinks. The childminder provides meals and snacks in accordance with parents' wishes and introduces healthy snacks, such as, fresh fruit during the day. Children confidently ask for juice and or drinking water, which is available in personalised beakers. Appropriate hygiene and nappy changing procedures are in place and the use of paper towels minimises the risk of cross-contamination. Children are aware of procedures to follow if there was a fire as the drill is practised regularly. Records are kept to ensure all children have the opportunity to learn the fire drill. Children are well behaved and respect the house rules. She has appropriate positive strategies in place to manage behaviour and rewards children's achievements with constant praise and stickers. Children are confident communicators and show they feel safe and secure through their actions, as they eagerly respond to requests made of them.

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