

Inspection report for early years provision

Unique reference number	EY429599
Inspection date	06/12/2011
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 lives with her family in a suburb of Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and the first floor bathroom will be used for childminding. There is a fully enclosed garden available for outside play.

The childminder will be registered to care for five children at any one time. The childminder intends to offer care to children under eight years. This provision is registered by Ofsted on the Early Years Register, compulsory and voluntary part of the Childcare Register. The childminder will be working with an assistant.

The applicant has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

Upon registration, the childminder will become a member of the National Childminding Association (NCMA) and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the care of the childminder. There is a good amount of space in which the resources are suitably well deployed. The childminder ensures that all children and their families are equally included in the service she provides. The emergency evacuation procedure is practiced with the children, but not logged and there are no written risk assessments. Some of the policies and procedures provided to parents need to be updated. The childminder is beginning to identify her strengths and areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide a record of the risk assessments that includes aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment) 21/12/2011

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

- review and update all policies and procedures to reflect current legislation

- keep a record of evacuation drills including any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder ensures that all adults living or working on the premises, complete appropriate vetting procedures. The childminder demonstrates she has a suitable knowledge and understanding of all types of abuse. She is aware of responsibilities in the event of a concern about a child in her care. The childminder has a set of written policies for parents, including ones on safeguarding, complaints and lost and uncollected children. However, some information does not include up-to-date legislation. Therefore, parents are not always fully informed. The childminder organises the available space suitably well and ensures children are fully supervised at all times. Many potential hazards to children have been minimised. However, the childminder does not keep a record of her risk assessments. Children participate in the practicing of the emergency evacuation drill. However, the childminder does not keep a record of these drills. As a result, children's safety may be compromised. Parental consents have been obtained for the administration of medication and the childminder is aware of any legal restrictions and who has parental responsibility for the children in her care.

The childminder is in the very early stages of determining the strengths and weaknesses of the service she provides. She has a positive attitude towards improvements. She has identified that accessing training with regard to observations and assessments and how to evaluate her service will have a positive impact on children and their families.

The childminder monitors the children in her care to ensure they are all fully included in the activities that are on offer. She ensures she spends time getting to know the children and their families in the early days, through her settling in procedures. Consequently, she is effective in meeting the needs of all the children who attend. The childminder demonstrates how children with special educational needs and/or disabilities can be fully involved. She is aware of the benefits to children and their parents where relationships are built between two providers. Suitable arrangements have been made to ensure good levels of communication between all parties. Partnerships with parents are being successfully developed. The childminder communicates with them on their arrival and departure, discussing the activities their children have been involved in and their general well-being. Therefore, children are provided with consistency of care. Documentation is suitably maintained and information is displayed near the entrance for parents and visitors to browse.

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

Children are happy and they arrive keen to access the day's activities. Resources are attractively displayed which encourages them to become involved in a suitably stimulating variety of play. The childminder provides a satisfactory range of adult-led and child-initiated activities and she interacts with them to support their learning. Suitable planning is in place to ensure all of the six areas of learning are included. The childminder is beginning to develop a system to observe and assess the children's learning. As a result, children are making satisfactory progress towards the early learning goals.

Children's personal, social and emotional development is being suitably enhanced. Meal times are a sociable occasion where children sit and talk together. They have fun making one another laugh. For example, whilst eating they place their curly snacks on the ends of their fingers and say 'look at my finger'. The childminder plans group activities where children are encouraged to relate to one another. They also lead their own learning and often select their own play. For example, the children happily worked together to build a tower with large bricks. Children's behaviour, overall, is good. This is partly achieved through the childminder taking opportunities to praise the children, regardless of how big or small their achievements may be. For example, she praises children for attempting to stick a snowflake on a Christmas scene and for eating their sandwiches at lunch time. The childminder consistently applies her handling children's behaviour procedure with her own and childminded children, which ensures fair play at all times. Consequently, children are learning right from wrong and how to behave well.

Children learn about their own safety in the childminder's home and the local community. This is because she explains to them how to keep themselves safe and what the consequences might be if they act in a certain way. For example, she explains why they must not climb on the table and the storage boxes. Children's health and nutritional needs are being suitably met. The childminder provides them with a variety of food they enjoy. For example, at lunch time they are offered a roast meal, spaghetti on toast or sandwiches. Children also access fruit at snack times. Children have satisfactory opportunities to access fresh air and exercise. For example, twice a week the childminder takes them to the local park and on a daily basis, older children walk to and from the local school. As a result, children's general health is 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	3

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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