

Inspection report for early years provision

Unique reference number	EY427506
Inspection date	21/11/2011
Inspector	Jayne Rooke

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 2011. She lives with her husband and two children aged eight and 12 years, in Coventry. The whole of the ground floor of the property is used for childminding. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has systems in place to support 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 supported well in their everyday care, ensuring their safety at all times. They receive appropriate levels of challenge to help them progress through the Early Years Foundation Stage programme. A suitable range of resources are readily accessible to all children, some of which promote equality and diversity issues. Most records are sufficiently clear and detailed to guide and inform the childminder's practice. The childminder is developing supportive relationships with parents and carers to promote continuity of care in most areas. Through discussion, the childminder demonstrates a strong capacity to improve in all aspects of her provision.

What steps need to be taken to improve provision further?

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

- improve the recording of risk assessments for outings
- develop further the opportunities for partnership working where children receive care and education in more than one setting
- expand opportunities to offer support to parents for extending their child's learning in the home
- improve the range of resources to support children's opportunities to explore diversity and difference.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder is confident about all procedures to protect them from harm and neglect. Children remain under her close supervision and receive good levels of support to promote their safety and well-being. She conducts thorough safety checks of her home to ensure children can move around freely and safely and keeps a clear record of most checks, except for outings to and from school. However, this has minimum impact on children's safety overall, because the childminder ensures that they follow sensible safety rules outdoors. Relevant information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

The childminder has a sound understanding of equality and diversity issues, promoting inclusion well. She is beginning to plan practical and meaningful activities and projects which help children to learn about the world around them. However, there are few resources within the everyday environment to support children's opportunities to explore diversity and difference. The childminder is beginning to use informative self-review methods to reflect on what she does well and to highlight key areas for improvement. As a result, she has identified a clear training and development plan to build on her existing childcare knowledge and skills. She takes into account the views and feelings of the children and their parents to guide and inform her practice through daily discussion and observation. This helps her to give due consideration to the types of activities and games that children will enjoy whilst they are in her care. She is developing positive relationships with parents and carers, exchanging useful information about their child's daily routines. However, she has not fully developed opportunities for extended partnerships where children receive care and education in more than one setting, or to offer support to parents for extending their child's learning in the home. This minimises opportunities to expand children's skills and experiences.

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

Children make steady progress towards the early learning goals. They are provided with a suitable range of interesting play and learning experiences, which provide adequate levels of challenge across each area of learning. For example, young children settle quickly on arrival, receiving a positive welcome from the childminder. They choose toys which maintain their interest, responding to a range of sounds made with wooden toys and animal voices. They show an interest in books, turning the pages and pointing to pictures as they read with the childminder. They receive positive praise as a reward for their successful achievements, developing their confidence to try new things. Children are soothed by familiar songs and rhymes, responding with smiles and giggles as they listen to and attempt to make the sounds of different animals. The childminder skilfully uses visual prompts, such as glove puppets, to add meaning and purpose to children's play and learning. This encourages them to actively participate in number

counting, matching and sorting games.

The childminder makes useful connections through observation and ongoing planning, identifying varied opportunities to consolidate children's learning. She provides puzzles and building blocks to help children solve simple problems. She encourages children to make comparisons in colour, size and shape as they collect leaves on an autumn walk. They use paint and other materials to create pictures and models linking their knowledge of animal features and sounds in their creative play. They are introduced to dressing-up and role play games to support their imaginative play.

Children are physically active outdoors, enjoying regular opportunities for fresh air and exercise. They explore the natural environment, developing sensory awareness of how dried leaves sound and feel. They learn to describe what they see by shape and colour, vocalising words to name different things, such as the trees and the grass. They learn to use pictures and drawings to record their findings, drawing round and colouring in the shape of leaves. This helps them to communicate in a variety of ways. Children feel safe and reassured in the childminder's caring company. They enjoy nutritious meals and snacks which promote their good health. They behave well and develop positive relationships with others. This helps them to develop sound skills for the future.

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	2

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	2
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

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