

Inspection report for early years provision

Unique reference number	257569
Inspection date	02/10/2008
Inspector	Lisa Jeffries
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and adult children in the Balsall Common area of Coventry. The childminder's daughter is also a registered childminder and works in partnership with her mother. The ground floor and first floor of the property are used for childminding and a secure enclosed garden is used for outdoor play activities.

The childminder is registered to care for six children whilst working alone and eight children whilst working with another childminder. Currently there are 12 children on roll. This provision is registered by Ofsted on the compulsory and voluntary childcare registers.

The childminder walks to local schools to take and collect children. She attends the local childminding group and takes children on regular outings to local social groups and the nearby park. The childminder holds a recognised Early Years qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are provided with high quality care and make strong progress in their learning and development within an inclusive environment. Their individual needs are very well met as important information is gathered from their parents, enabling the childminder to understand and meet each child's personal requirements. Children develop secure relationships with each other and are relaxed, happy and confident in the childminder's care. All children are supported to actively participate in the activities offered which are planned using information from observations and assessments. Children are safe and secure and effectively protected through, generally, thorough procedures and everyday practices. The childminder demonstrates a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- review systems for risk assessments; this specifically refers to outings.

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

- obtain information about who has legal contact with individual children; and who has parental responsibility for them.

09/10/2008

The leadership and management of the early years provision

Children are cared for by a childminder who demonstrates a professional and committed approach to her role. She has completed a vast range of training to ensure she has developed substantial knowledge and understanding of how to best promote children's welfare, learning and development. The childminder is committed to building on her professional skills by prioritising further training. A wide range of written policies and procedures are implemented effectively in practice to fully promote children's safety and well-being. However, the childminder has not acquired information about who has legal contact with individual children and who has parental responsibility for them. The childminder works effectively alongside her daughter in the family home.

Children settle with ease and feel very secure at the setting, as the childminder dedicates time to getting to know children and fostering strong partnerships with their parents. Two-way sharing of information is encouraged through daily discussions between parents and the childminder, ensuring children's changing needs are consistently met. Parents are kept fully up-to-date with their children's progress as the childminder shares the observations she records in each child's written 'Look, listen and note' booklets. Children experience high levels of supervision and individual attention. The childminder is mindful to ensure she cares for an appropriate number of children at any one time and dedicates time outside of her minding hours for maintaining her documentation and written records.

Children benefit as the childminder strives for improvement, monitoring and evaluating the quality and standards of her setting. The childminder is able to identify her key strengths and sets targets to ensure continuous improvement. A positively written policy is in place to promote equality of opportunity and inclusive practice for all children. Thorough vetting procedures are followed to ensure children are cared for by suitable people and the childminder has a very good understanding of her roles and responsibilities in protecting children from harm. Although the childminder carries out regular risk assessments of the areas accessed by children and also before embarking on outings with the children, these are not always formally recorded as required by the Early Years Foundation Stage. A recommendation imposed at the childminder's last inspection in relation to obtaining written parental permission to seek emergency medical advice or treatment has been appropriately addressed.

The quality and standards of the early years provision

Children play in a welcoming and child-friendly learning environment. Children are confident in the childminder's care as they freely choose what they want to do and spend time forming strong relationships with the childminder and each other. For example, they delight in walking to the local school with the childminder to meet their friends and enjoy meeting up with other children when they attend weekly playgroups. Children develop a good understanding of how to stay safe when the childminder talks to them about road safety and reminds younger children not to put toys to their mouths. The childminder helps children to follow good personal hygiene routines, praising them for washing their hands independently and explaining that these routines help to prevent them from becoming unwell. Children

are offered a range of healthy snacks and freshly prepared meals.

Children behave in a manner which is conducive to learning. They develop high levels of confidence and are motivated to show the childminder what they do. For example, children proudly put on and fasten their own shoes. Children are beginning to develop an understanding of the wider world and the childminder has a range of resources that are representative of diversity. The childminder ensures that children develop effective numeracy skills from a young age to enhance their future economic wellbeing. For example, she encourages them to develop their counting skills throughout the daily routine such as counting the steps as they climb the staircase.

The childminder demonstrates a good working knowledge and understanding of the EYFS and how to promote children's learning and development. As a result, children make very good progress towards the early learning goals given their capability and starting points. Their progress is well promoted as the childminder plans purposeful play opportunities covering all six areas of learning, both indoors and outdoors. The childminder is intuitive of each child's individual needs as she accurately records ongoing observations of children's developmental needs and interests. This planning cycle is effective as it enables the childminder to identify learning priorities and plan relevant learning experiences for each child.

The childminder demonstrates a positive approach to ensuring children's additional learning and/or development needs are met. For example, she works in partnership with parents, gaining valuable information about children's starting points to inform her practice and to ensure children continue to be motivated and interested to learn. As a result, children are constantly engaged and thoroughly enjoy their time with the childminder. They become independent and thrive within a supportive environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.