

Inspection report for early years provision

Unique reference number	EY368926
Inspection date	24/11/2008
Inspector	Hazel Christine White
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 2008. She lives with her husband and two children aged 21 months and four years. They live in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and upstairs bathroom are used for childminding. There are steep steps leading to the front door and easier access at the rear of the house. A fully enclosed garden is available for outside play. Children regularly attend a local parent and toddler group. The family has a rabbit.

The childminder is registered by Ofsted on the Early Years and compulsory Childcare Registers. She can care for four children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), both attend on a part-time basis. She also offers care to children aged over five years to eight years, there are two children attending in this age group. The childminder has a nursing qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a happy, welcoming and inclusive environment where children are cared for well and are encouraged and supported to reach their full potential. The excellent partnership with parents ensures all relevant information is shared with regarding any specific requirements or personal preferences. Children make good progress in their development and learning as they freely access a good range of suitable resources. Systems of observation, assessment have been fully implemented although planning is in the early stages of being developed. The childminder demonstrates good capacity for continuous improvement through identifying areas for professional development, attending additional training and obtaining further guidance through research.

What steps need to be taken to improve provision further?

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

- further develop planning to ensure that there is a balance of indoor and outdoor play.

The leadership and management of the early years provision

Comprehensive written policies and procedures are in place which the childminder follows rigorously, which means that children's welfare is effectively safeguarded and promoted. All the required records are well maintained. The childminder has attended training in child protection to keep her knowledge updated. She has a good understanding of her role in safeguarding children and is clear about the procedures to put into practice when necessary. This means that children are kept

safe from harm. The childminder has completed a thorough self-evaluation of her practice, which clearly demonstrates her commitment to continuous improvement. She monitors her practice regularly to identify areas for further change and improvement.

Excellent relationships are established between the childminder and parents. Extremely effective systems are in place for discussing and recording each child's starting points and ongoing progress and development. All records are readily available to parents, alongside daily diaries, photographs and examples of creative work. Daily news is shared with parents and teachers when collecting children from school. As a result, parents are fully-involved in their child's care and learning and good links are made with other professionals. The childminder collects useful information leaflets for parents about groups, events and facilities in the local area. Excellent advice is offered regarding children's health and well-being.

The quality and standards of the early years provision

Children are confident and settled in a child-centred environment. Their sense of belonging is promoted as they have gradual visits in order to become familiar with their surroundings. Resources are easily accessible and their favourite toys are readily available to help them separate from their parents. The childminder is in the early stages of planning for children and the system for ensuring that there is a balance between indoor and outdoor play is still being developed. The childminder undertakes regular observations and assessments of children and uses this information to identify their next steps of learning. For example, using books, every day objects and road signs when walking to school, to help a child extend his knowledge of shapes.

The childminder interacts well with the children asking age-appropriate questions and responding positively to their actions. There is a good balance of adult-led and freely-chosen or child-initiated activities. She encourages good behaviour through gentle reminders during play and encourages children to share and take turns with favourite resources. They are responsive to praise and are learning right from wrong because of the childminder's effective strategies for managing behaviour.

The childminder has an excellent practical awareness of how to include and appropriately care for children with learning difficulties and/or disabilities. Children's individual needs and any special requirements are discussed with parents in detail to ensure that they are recognised and met sensitively. She has a clear knowledge of the children in her care and provides equipment and toys for particular interests. For example, a child with an interest in cars was delighted to find a 'Top Gear' book when he arrived home from school. Planning includes many festivals and resources, which promote diversity in a positive way are plentiful. They include books on different faiths and special needs, which are used to promote children's understanding of similarities and differences. Children thoroughly enjoy dressing up in African outfits and saris and use their imagination as they play with multi-cultural dolls.

Children's health is effectively promoted and good hygiene procedures are in place

to prevent the spread of infection. Through the childminder's gentle guidance children demonstrate awareness of personal hygiene as they attempt to wipe their faces with their individual cloths. They receive healthy meals and snacks and have regular drinks through the day to ensure they are well nourished. She gathers good information about children's dietary needs to ensure that they can eat safely. The childminder is fully aware of her responsibilities to safeguard children. She helps children to gain an awareness of how to keep safe, both in the home and on outings. The childminder ensures she can respond appropriately if a child becomes ill or has an accident. She is a qualified nurse and she has completed a relevant first aid course.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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 registration.

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.