

Inspection report for early years provision

Unique reference number	EY270706
Inspection date	14/11/2008
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 has been registered since 2003. She lives with her adult daughter who is also a registered childminder. They live in the Coventry area of the West Midlands. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an fully enclosed garden for outside play. The childminder walks and transports children to local schools to take and collect them. She also takes children on regular outings to the local toddler group, library and the park.

The childminder is registered on the Early Years Register to care for a maximum of three children aged five or under at any one time when working alone and seven when co-minding. They currently always mind together and are caring for eight children under five, three of whom attend on a full time basis. She is also registered on the Childcare Register to care for three children from five to eight years and is currently minding three children over five before and after school and in the holidays.

The childminder is a member of the National Childminding Association. She has a level 2 early years qualification and a certificate in the Quality First Assurance Scheme.

Overall effectiveness of the early years provision

Children settle well and enjoy a close relationship with the childminder and her daughter who co-minds with her. They are provided with a well-structured programme of activities which takes into account their individual interests. The childminder has a secure understanding of the requirements within the Early Years Foundation Stage (EYFS). Consequently, children are making good progress in their learning. Her practice is fully inclusive because she works closely with parents to meet children's needs and she is developing links with any other providers who share the care of her minded children. She is well organised and most documentation is in place, however, one welfare requirement is not fully met. The childminder has started to carry out a self-evaluation of her provision and has identified and implemented some areas for improvement.

What steps need to be taken to improve provision further?

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

- improve strategies to look at the setting's strengths and weaknesses in order to maintain continuous improvement.

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

- ensure that all children at the time of admission have written parental consent for seeking emergency medical advice or treatment (also applies to the compulsory part

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of the Childcare Register).

The leadership and management of the early years provision

The childminder has secure procedures in place to safeguard children. For example, she has written risk assessments which cover all areas and undertakes daily checks of the premises to ensure that they are suitable for young children. Her sound knowledge and understanding of safeguarding issues ensures that children are appropriately protected. She is clear of the Local Safeguarding Children Board procedures and has a written child protection policy which is shared with parents.

The childminder is less secure about procedures for identifying strengths and weaknesses within her practice. Monitoring systems, in order to maintain continuous improvement, are in the early stages of being developed and as a result they have not been fully implemented. The recommendation raised at the last inspection to update the complaints procedure has been fully addressed. The childminder has a positive attitude towards training and has attended some short courses and workshops to further develop her childcare knowledge.

Children enjoy continuity of care because the childminder works in close partnership with their parents. She discusses children's routines and interests before she begins minding and she develops an ongoing relationship with parents so that they are well-informed about children's welfare, achievements and progress. Photographs of children enjoying different activities are shared with parents. All children have a daily diary which includes information about their care and learning. Parents are also encouraged to make comments to ensure that children's individual changing needs are known. A secure commitment is shown to inclusive practice and she is competent in including each child in the activities according to their particular age and stage of development. The childminder demonstrates through discussion how children with learning difficulties and/or disabilities, and who speak English as an additional language are supported.

The quality and standards of the early years provision

The childminder demonstrates a competent understanding of how children learn through making choices for themselves and being involved in first-hand experiences. Space and resources within the home are organised well to ensure children acquire skills in becoming independent learners. For example, they move freely between areas and access resources and play from low-level storage. The wide range of activities children have a variety of play and they also benefit from regular trips to local groups where they spend time with children of a similar age. Planning is flexible and assessments of children's learning generally identify their next steps. As a result they make good progress across all areas of learning and development.

Children enjoy fresh air and outdoor play. They have a positive attitude towards being active as they take regular exercise. For example, going on sponsored walks,

climbing and running in parks and using sit and ride toys. They learn about nature when they walk along the canal to feed the ducks and talk about the animals they see and the changes in the seasons and weather. Babies and young children are wrapped up warmly and taken for walks in their pushchairs so they can explore the local community. Older children learn about healthy eating and access fruit on a daily basis. They grow carrots, tomatoes, potatoes and broccoli which they eat for their dinner. Snack and meal times are a social occasion where they sit together and enjoy one another's company.

Children are encouraged to extend their knowledge and understanding of the wider world. They celebrate a good range of special days and festivals because they are included in planning. Children are very proud of their lovely Diwali display and are eager to tell adults how they made cards, created pictures and patterns and listened to a story. At Christmas time, children use cameras to take their own photos of the events. They know that the basket they use to store their musical instruments in, comes from Zambia, which is a country in Africa. Children's learning is extended further when they talk about the climate, dress, culture and traditions of other continents.

The childminder ensures she can respond appropriately if a child becomes ill or has an accident. She has completed a relevant first aid course and has a fully stocked first aid box. However, consent for emergency treatment or advice has not been obtained for all children which could potentially compromise their safety in the event of a serious accident. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. For example, they are clear of house rules and boundaries, are involved in practising the fire drill and learn about road safety.

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.	3

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?	3
How well does the setting work in partnership with parents and others?	2
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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.