

Inspection report for early years provision

Unique reference number	510385
Inspection date	10/02/2009
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 1992. She lives with her husband in a residential area of Coventry in the West Midlands. There are steps leading to the front of the premises. All areas of the property are used for childminding, with the exception of the main bedroom. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory parts of the Childcare Register. There is currently one child attending on a part-time basis who is within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled in this friendly and homely environment. The childminder is at the early stages of understanding the new requirements of the Early Years Foundation Stage (EYFS). She obtains enough information regarding children's requirements and preferences to ensure individual needs are inclusively met. She demonstrates some capacity for continuous improvement through attending training and is beginning to identify areas for further development. All required documentation is in place and well maintained, although amendments are required to ensure that the Early Years Foundation Stage requirements are fully met.

What steps need to be taken to improve provision further?

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

- develop children's assessment records, ensuring that parents have regular opportunities to contribute
- devise and implement 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 attendance records are completed daily and show the hours that children attend (Documentation, also applies to the compulsory part of the Childcare register).

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The leadership and management of the early years provision

Children are adequately safeguarded because the childminder has ensured all adults in the household have been suitably vetted. Risk assessments of the premises and equipment are conducted to identify any potential risks or hazards.

She has a sound understanding of her role in protecting children and is clear about the procedures to put into practice when necessary and this means children are kept safe from harm. All documentation is generally well organised and regularly updated in order to promote the welfare of children. However, records relating to children's hours of attendance are not completed as and when children arrive and depart.

Inclusive practice is promoted and the childminder demonstrates a sound understanding of the benefits of working in partnership with parents and others to try and meet children's individual requirements. Relationships with parents are effectively built and maintained through regular two way communication and important information is exchanged, as appropriate, with other settings that children attend. Scrapbooks and daily diaries help to keep parents informed about what their children have been doing and notices in the hall contain additional useful information regarding the childminder's policies and procedures.

The childminder demonstrates a satisfactory commitment to continuous improvement and generally monitors and evaluates her practice to identify some areas for further change and improvement. She is in the early stages of developing systems for self-evaluation, therefore they have not yet been fully implemented. Since the last inspection the childminder has addressed the recommendation made by maintaining her first aid certificate.

The quality and standards of the early years provision

Children settle well in their surroundings and are welcomed by the childminder. They are happy, having fun and enjoy a general variety of experiences both indoors and outside. The childminder knows the children well and is aware of their needs, interests and individual preferences. Current systems for planning, observation and assessment are still in their infancy and the childminder is keen to develop these methods to ensure that children are encouraged to reach their full potential. She has begun to regularly observe children in their play and these observations are added to children's individual assessments. However, they are not used identify the next steps in their learning and parents and carers do not contribute to these records to help build on what children know.

The childminder spends time to talking to, listening to and encouraging children in their play, asking age-appropriate questions and responding positively to their actions. She offers ideas and suggestions to keep them interested. Children enjoy baking cakes and making gifts and cards for special occasions, such as Mothers Day. They have good opportunities for physical play and during school holidays go swimming and to other places of interest, for example, parks, the fire station and library. A suitable range of resources which promote positive images of diversity are freely accessed by the children. Books are used to encourage discussion about similarities and differences in people and as a result, they learn to respect one another. The childminder provides an inclusive environment where each child is valued. She consistently praises their efforts, which enhances children's self-esteem and confidence. Children play together happily, they are beginning to learn about sharing and taking turns because the childminder offers gentle

encouragement that promotes positive behaviour.

Appropriate hygiene procedures are in place and children are encouraged to follow hand washing routines. Suitable meals and snacks are provided by the childminder and regular access to drinks ensures children are refreshed throughout the day. They sit at the table to eat meals and are learning good table manners. Space is organised effectively and children are helped to gain an awareness of how to keep safe, both in the home and on outings. For example, children are made aware of meeting points when they are on trips, should they become separated from the childminder and they learn about road safety. The childminder ensures she can respond appropriately if a child becomes ill or has an accident 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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept).

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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.