

Inspection report for early years provision

Unique reference number	259176
Inspection date	26/01/2009
Inspector	Paula Hunt
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 November 2000. He lives with his wife who is also a registered childminder in the Chaplefields area in the city of Coventry. Access to the childminder's home is via several steps and the whole ground floor of the house is used for childminding.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll, six of whom are within the early years age range.

The childminder walks to local schools to take and collect children. He attends the local parent and toddler group and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder is highly effective in promoting positive outcomes for children and he has a good understanding of each child's individual needs. He has a superb knowledge and understanding of child development and how children learn through practical activities and uses this to help all children to make excellent progress across all areas of learning. The childminder has a positive attitude towards evaluating his practice. He has begun to identify priorities for future development and take steps to make these improvements, which has a positive impact on the care provided for children. An excellent partnership with parents ensures they are fully informed and actively involved with their children's welfare and learning.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are developed to include each specific outing.

The leadership and management of the early years provision

The childminder is extremely well organised and ensures that his service focuses on providing the best possible outcomes for children. There is a strong commitment to continuous improvement and the childminder has started to evaluate his provision alongside his wife using the Ofsted self-evaluation form. He is committed to improving his practice and regularly attends relevant courses to enhance his skills. A wealth of detailed documentation, which contributes to children's health, safety and well-being, is in place and carefully maintained. Parents receive written copies of his comprehensive policies and procedures that reflect his practice and include contact details for local agencies and the regulatory body. The recommendation from the previous inspection with regard to updating

his contracts has been effectively met. Risks of accidental injury to children are skilfully minimised because the childminder is extremely vigilant and uses frequent risk assessments of the premises and garden to reduce potential hazards. However, a risk assessment has not been carried out for each specific outing. Outings and transportation agreements are fully agreed with parents and when travelling by car, children use appropriate car seats or restraints.

Children are well protected as the childminder demonstrates a good understanding of child protection issues. He is aware of his responsibility in relation to child protection and of how to put appropriate procedures into practice when necessary. Personal information regarding the children and their families is filed securely to ensure confidentiality. Parents may have access to any records relating to their child and are encouraged to comment on the care their children receive, for example, through the questionnaires they complete. Children benefit from the highly effective relationships between the childminder and their parents and carers, which significantly contributes to their care and well-being. Comprehensive written and verbal information is shared with parents and carers, such as the daily books so that they are knowledgeable about their children's time in the setting. Written references from parents demonstrate their high regard for the childminder and are evidence of the high quality care he offers their children.

The quality and standards of the early years provision

Children are making excellent progress in all areas of learning because they are exceptionally well supported by the childminder who has a sound knowledge and understanding of the Early Years Foundation Stage framework. They are introduced to topics such as 'All about me', 'Animals' and 'Spring'. The childminder has introduced an effective system for observing and assessing their progress using photographs and written notes as evidence. Weekly plans are linked to the areas of learning so the childminder can track children's progress and development and identify gaps in their learning. The childminder knows the children extremely well, he gathers information on the children's starting point and has continued to keep a record of their learning and development. The childminder is perceptive to children's interests during self-initiated play and uses questions very successfully to challenge children's thinking and develop their language skills. For example, he listens, talks and extends their play through effective questioning, such as 'how can you?', 'what will happen?' and 'can you remember?'. All these activities are underpinned by the childminder's considerable knowledge of how children progress and as a result, each activity becomes an opportunity to learn.

Children have independent access to an excellent range of toys and resources and are encouraged to make decisions about what they would like to play with. Children have free access to a superb selection of stimulating drawing and colouring materials so that they can make marks and learn to communicate their ideas through pictures and early writing. The children are extremely happy and relaxed in the childminder's care, they are confident and comfortable and have their individual needs met. Babies and young children enjoy lots of cuddles and physical closeness, so that they feel secure and content. Children's early counting skills are well promoted through everyday activities, such as climbing the steps in the

garden. They like to explore the toys in the childminder's home, finding out what happens when they press the buttons on toys, such as the laptop computer and mobile phone. Children enjoy fresh air and exercise by going for daily walks, playing in the garden and visiting local amenities including the park, the farm shop, the indoor activity centres and toddler groups. Children are encouraged to respect each other and learn about people from other cultures, through activities and celebrating religious festivals and celebrations from around the world.

Children's good health is effectively promoted because the childminder has very good hygiene routines in place, for example, they learn about the spread of infection through hand washing at appropriate times, wiping their noses and correctly disposing of the tissues and learn through activities which foods are good for them. They understand the benefits of a healthy diet and take an active part in the food preparation. The childminder uses fun and innovative ways to encourage children to eat healthily. For example, they select recipes to cook from their homemade child-orientated cookery book. They thoroughly enjoy a superb range of nutritious snacks and meals which are made from fresh produce. For example, they are provided with an extensive range of fruit and vegetables on a daily basis to ensure they have the required five portions a day. Children's behaviour is very good because the childminder has positive strategies in place and works closely with parents to manage their behaviour. They are respected by the childminder who offers praise and encouragement and more. For example, alongside praise she tells children how much he likes their work. Children in turn are respectful of others and show concern for others. There are many reward systems in place to show children that they are valued. These build children's confidence and self-esteem.

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?	1
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?	1
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?	1
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?	1

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

Since the last inspection there have been no complaints made to Ofsted.

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.