

Inspection report for early years provision

Unique reference number	EY279427
Inspection date	27/01/2009
Inspector	Carol Johnson
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 2004. She lives in Coventry with her three children aged 12, six and four years. The whole of the ground floor, plus a bathroom on the first floor are used for childminding purposes. Access to the front of the childminder's home is via a low front door step and there is a small step from the house leading to the back garden. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of four children and is currently caring for a total of eight children. These children all attend on a part-time basis and four children are in the early years age range. The childminder is registered on the Early Years Register and on both parts of the Childcare Register. She takes and collects several older children from Coundon Primary School.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a welcoming and stimulating environment for children, where they are well protected through, generally, thorough everyday procedures and practices. Children enjoy a broad range of activities and challenging experiences, which suitably meet their needs and help them to progress in all areas of development. The childminder recognises the uniqueness of each child and makes sure she promotes inclusive practice for all. Regular communication with parents ensures consistency of care but methods for exchanging information about individual children's progress with their parents and others involved in their care are very limited. The childminder demonstrates a very positive attitude to improvement and has begun to evaluate her practice to ensure continual improvement for children and their families.

What steps need to be taken to improve provision further?

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

- develop systems for working in partnership with parents and others with particular regard to finding out about children's starting points and sharing information about their learning and development
- develop systems for observing and assessing each child's needs, interests and learning styles and use information gathered to plan for their next steps in learning.

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

- carry out a full risk assessment for each type of outing. (Safeguarding and promoting children's welfare)

30/01/2009

The leadership and management of the early years provision

Effective safeguarding procedures ensure that children are well protected. For example, the childminder has a written child protection policy that she shares with parents and she ensures that children are not left with persons who have not been suitably vetted. The childminder is vigilant with regards to safety and carries out daily visual checks of her home and equipment and maintains comprehensive written risk assessment records. She has formulated a general written risk assessment for outings but has not fully considered all the risks associated with the various places she takes children. Consequently, their safety is potentially compromised.

The childminder is keen to improve her provision and has begun to complete the Ofsted self-evaluation form. The childminder shows a sound commitment to improvement and has a reasonable understanding of her strengths and weaknesses. She has some plans in place for further improvement, for example, developing her resources for outdoor play and attending further relevant training. Since her last inspection the childminder has achieved a Level 2 National Vocational Qualification (NVQ) and has completed training in behaviour management, risk assessment and child protection. A recommendation raised at the childminder's last inspection in relation to developing paperwork has been fully addressed thus enhancing children's welfare.

Documentation is generally very well maintained. The childminder has developed a comprehensive set of inclusive policies that support the effective management of her provision. She discusses these with parents and actively seeks their views about her provision. For example, several parents have recently completed questionnaires and have made positive comments about the childminder, her service and how happy their children are in her care.

Parents are kept well informed about the care of their children. The childminder builds warm and close relationships with parents and ensures continuity and consistency for children through regularly passing on information regarding their child's welfare and routines. However, strategies to actively encourage information to be shared about children's starting points and learning and development are not yet developed. Also, there is no system in place to liaise with other settings that minded children attend. Consequently, valuable information about children's welfare, experiences and progress may not be exchanged and this impacts on the childminder's ability to effectively support or extend their learning when they are in her care.

The quality and standards of the early years provision

Children are provided with a wide variety of experiences that suitably help them to progress in all areas of development. The childminder flexibly plans her day around children's routines, needs and interests. She talks to parents about home routines

and children are encouraged to follow their interests and make independent choices. The childminder draws children's attention to the numbers and letters that occur in the environment, for example, on road signs, buses and car number plates and this helps them to recognise numerals and letters and understand the connection between the written and spoken word. They use money when playing 'shops', and younger children are taught to count as they sing number songs and walk up and down the stairs. Consequently, children are developing skills for the future.

The childminder is in the early stages of developing a systematic approach to observing and recording children's significant achievements. She has started to build up a collection of photographs, observations and examples of individual children's work to share with their parents and illustrate their progress. However, information gathered is not effectively used to plan the next steps in children's learning and limits their learning potential. A wide variety of resources are accessible and stored in various places throughout the childminder's home. She rotates toys and on a daily basis puts out a selection for children to choose from; this helps to maintain their interest and allows her to carefully select resources that suit the needs of the children attending on any particular day.

Suitable steps are taken to promote children's good health. They experience the outdoors on a daily basis and regularly go out for walks in the local environment. They visit the park and use the large play equipment and also play out in the childminder's garden where they can use wheeled toys and balls. The childminder cares for children of various ages and she adapts experiences to meet the differing needs and abilities of the children attending. She ensures that older children are vigilant with regards to safety and encourages them to show care and concern for the younger ones. She talks to them about being careful with toys with small parts and she teaches all children about road safety and what they should do if there was a need to evacuate her home, for example, in the event of a fire.

Children are learning to share, take turns and show care and concern for others and property. The childminder provides them with a positive role model and handles any incidents in a calm and consistent manner. Children are happy and having fun. Good relationships are evident between minded children and the childminder and her family. Children are provided with regular opportunities to mix with other adults and children and this helps to increase their social skills and broadens their range of experiences. They visit the library on a weekly basis and they borrow books and join in with the lively interactive storytelling sessions. Children are learning about the wider community through everyday discussion, activities planned around a range of religious and cultural festivals and access to some resources that provide positive images of diversity.

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?	2

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?	2
How well are children helped to stay safe?	2
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:	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.