

Inspection report for early years provision

Unique reference number	510402
Inspection date	23/03/2009
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 with Ofsted since 1990. She lives in Coventry with her daughter and two granddaughters aged 15 and 16 years. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. The whole of the ground floor of the childminder's home, with the exception of the front room is used for childminding purposes and there is a fully enclosed garden available for outdoor play. Access to the front entrance is via a low step. Her home is within walking distance of a local park and soft play area.

The childminder is registered to care for a maximum of six children aged under eight years at any one time. She is currently caring for one child who is within the early years age range. The childminder has suitable systems in place to care for children with learning difficulties and/or disabilities and for those who speak English as an additional language. The family has a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled and the childminder offers them a variety of fun and developmentally appropriate experiences that help develop their all-round skills and knowledge. Effective systems for systematically observing and assessing children's learning and development are at an early stage but children's individual needs are well-known. Inclusive practice is assured and a warm and welcoming environment provided. Most required documentation is in place and sound everyday practices ensure that children's safety and welfare are appropriately protected. The childminder has a general awareness of her strengths and weaknesses and demonstrates a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a culture of reflection and self-evaluation to identify strengths and priorities for development that will improve the quality for all children
- extend resources that encourage children to explore and share their thoughts, ideas and feelings through role-play.

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) 27/03/2009
- ensure that all necessary information is obtained from parents; this specifically refers to permission to seek any necessary emergency medical advice or treatment and permission for child to take part in outings (Safeguarding and promoting children's welfare). 23/03/2009

The leadership and management of the early years provision

The childminder's organisation of her provision is generally sound and ensures that children receive care which is safe and reliable. The childminder is experienced and understands her responsibilities with regard to her conditions of registration and protecting children from harm. She demonstrates a satisfactory understanding of child protection issues and has carried out and recorded a full risk assessment relating to her premises and equipment. However, children's safety is not fully protected because her risk assessment does not fully cover the potential risks associated with outings. It covers general issues, for example, the safety and use of pushchairs but does not include the risks associated with particular outings that include visits to soft play centres and local parks. Children receive a good level of supervision, and available space and resources within her home are organised appropriately.

Partnerships with parents and others are satisfactory. The childminder is starting to form sound relationships with the parents of minded children and chats to them on a regular basis about what their children have been doing and how they have been in her care. She shares a daily diary and asks parents about home routines and parenting methods so that she can provide consistency of care for their children. Contracts and children's records are generally complete but children's welfare is potentially compromised because the childminder has neglected to check that all required information from parents is obtained. She has no record of parental permission for children to be taken on outings or for her to seek any necessary emergency medical advice or treatment. At her last inspection, the childminder was given a recommendation that asked her to ensure that the latter permission was in place and she has not done so. Consequently, this issue has been raised as an action at this inspection. The childminder has a general awareness of her strengths and weaknesses but has yet to devise a system for evaluating her own practice to bring about continuous qualitative improvement.

The quality and standards of the early years provision

Children are settled in a clean, warm and homely environment. The childminder adopts a calm and sensitive approach with the children and they happily go to her for comfort, reassurance and support. Opportunities for children to make a positive contribution are appropriate. Children behave well in the setting because the childminder offers kindly reminders and explanations which are developmentally appropriate. Space and resources are suitably organised and children have access to a general range of suitable, safe and stimulating toys that include those that promote a positive attitude towards diversity. However, children's learning and enjoyment are impeded because there are few resources that enable them to explore and share their thoughts, ideas and feelings through role-play. Toy storage methods allow children to make some independent choices about their play and the childminder uses the local library to help extend the range of books available to children.

The childminder demonstrates a sound knowledge of the children in her care and fosters their individual needs appropriately. She confidently describes their likes, dislikes and interests and suitably considers these when planning experiences to ensure children are suitably challenged and/or supported. The childminder has general discussions with parents about what their children know, can do, and like before children start and this helps her to assess children's individual starting points in their learning and development. She has suitable systems in place to record her observations and assessments of children and she shares these observations with parents so they can gain an understanding of what children are doing and achieving whilst in her care. She also takes photographs of children involved in play and has put these in an album that she shares with children and their parents. Children enjoy looking at these photographs and they are thoughtfully used by the childminder to encourage communication and stimulate children's memory.

Children enjoy familiar, but flexible, daily routines and regularly go on outings, for example, to community groups and to the local park to feed the ducks. Their good health is suitably promoted as they enjoy plenty of fresh air and physical exercise and these outings enhance children's all-round learning and development. Also, the childminder regularly takes children to cafés for meals and these experiences help children to acquire social skills and table manners. Children are kept safe in the setting because the childminder supervises them well. She maintains suitable safety precautions, for example, gates across the entrances to the kitchen and hallway so that children cannot enter these areas without supervision. Children are also beginning to learn about keeping themselves safe because the childminder talks to them about safety and offers gentle reminders to be careful.

Children are eager to learn and are gaining skills for the future. The childminder effectively encourages their communication skills through getting down to their level and responding appropriately to their 'babbling' and gestures. She introduces simple activities that help to increase their language and understanding of basic concepts. For example, through singing number rhymes and counting toys and everyday objects, children are having fun and learning to count. Children show a love of books and the childminder has harnessed the benefits of this by sharing books with them on a regular basis. She draws their attention to the pictures and words they see in the books and relates them to items that they are familiar with. For example, they notice a picture of a cat in a book and the childminder relates this to her own cat and, whilst looking at a picture of a pair of black shoes, she points out to a child that she is wearing brown shoes. Consequently, children are developing an awareness of the connection between the written and spoken word and starting to learn about colours.

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children).

27/03/2009

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.