

Inspection report for early years provision

Unique reference number	EY102070
Inspection date	15/01/2009
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 2005. She lives in Coventry with her husband and three children aged three, 12 and 14 years. The property is within walking distance of the local school, playgroup and toddler group. Children are cared for on the ground floor of the property. The premises are accessed by a low front door step but the childminder does have a portable ramp that could be used to aid access for disabled people. Children have access to a secure garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is registered on both the Early Years Register and the compulsory part of the Childcare Register. She is currently caring for a total of five children, two of whom are within the Early Years age range. The childminder picks up and collects children from Allesley Primary School.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a welcoming and stimulating environment for children and they enjoy a broad range of experiences that effectively reflect their needs and interests. The childminder recognises the uniqueness of each child and resources and activities satisfactorily promote children's understanding of diversity. The childminder works closely in partnership with parents and other providers who share the care of her minded children. Children's learning is regularly discussed with their parents and the childminder has started to record her observations of children and maintain a simple record of their progress. She has 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 self-evaluation methods to further identify the strengths and priorities for development that will enhance the quality of provision for all children
- develop ongoing observational assessment to inform planning for each child's continuing development and implement strategies to encourage parents to contribute to their child's individual learning and development record
- develop methods that help to promote positive attitudes to diversity and difference within all children.

The leadership and management of the early years provision

The management of the provision is good. Documentation is generally well maintained and space and resources are effectively organised. The childminder affords a high priority to safety and visually checks her home and equipment on a daily basis. Comprehensive written risk assessments are maintained and the childminder thoughtfully assesses and reviews safety before taking children on any outings. She ensures that first aid supplies and children's emergency contact details are easily accessible and makes sure that all children routinely follow road safety precautions. The childminder demonstrates a good understanding of child protection issues and ensures that children are not left unsupervised with persons that have not been appropriately vetted.

The childminder demonstrates a sound commitment towards improvement. A recommendation issued at her last inspection, in relation to obtaining written parental permission to seek emergency medical treatment or advice, has been fully addressed. The childminder has attended some training to improve her knowledge and everyday practice. For example, she has completed some parts of a National Vocational Qualification and has attended training sessions in relation to behaviour management and first aid. The childminder has completed the Ofsted self-evaluation form and has begun to use this as a tool for identifying her priorities for improvement. However, she considers this to be in the early stages and wishes to develop this further to enhance her provision.

The childminder has developed a strong working relationship with the parents of minded children. They are provided with a wealth of information at the beginning of any minding arrangement and a portfolio is shared that contains a wealth of information about the childminder and the service provided. A comprehensive collection of written policies clearly explain the childminder's everyday practice and procedures, and regular two-way communication ensures that parents are kept informed about their children's routines and progress. Parents comment positively on the service provided and how happy their children are in the childminder's care.

The quality and standards of the early years provision

Children are motivated and making good progress in all areas of learning. This is because the childminder offers them a range of experiences that suit their individual needs and excite and interest them. For example, children develop coordination skills as they interactively peel and chop vegetables using a video game controller. The childminder has begun to observe and assess children in order to plan their next steps in learning. The childminder has started to put together a collection of photographs, observations and examples of children's work to share with parents and illustrate progress. However, these records are in their early stages of development and parents are not encouraged to contribute what they know about their children. Consequently, children's achievements and individual learning and development needs may not be fully recognised or supported.

Children are having fun and are at ease with the childminder and her family. They are forming friendships and enjoy familiar but flexible routines that provide them with consistency and security. Children have access to a variety of good quality resources that are stimulating and meet their needs. Toys are stored in various places throughout the childminder's home and rotated to maintain children's interest and extend their learning. Additional resources are borrowed from a local toy library. Children make independent choices from the selection available and are learning to share and take turns in their play.

Children's literacy skills are developing as they learn to spell out their names and form simple words using wooden letters. The childminder encourages them to look at the shape of the various letters and say the letter sounds. Children are able to practise their emergent writing skills as a variety of writing implements and paper are readily available. Children explore using their senses as they play with different coloured dough. They use the dough to make pretend food and this leads to discussions around healthy eating, size, shape and colour. The childminder provides them with resources to extend and support their play, for example, saucepans, plates and plastic knives.

Children demonstrate a sound awareness of the childminder's expectations with regards to their behaviour and display good manners. They are developing positive attitudes towards others through everyday discussions and experiences, and have access to a satisfactory range of resources that show positive images of diversity. However, experiences that help children to develop a greater understanding of themselves and others are not fully explored and potentially impact on their learning.

Children's welfare is effectively promoted. The childminder affords a high priority to health and makes sure that children follow thorough hygiene procedures. Outdoor shoes are not worn in the home and children know that they need to wash hands before touching food and after visiting the toilet. Children receive plenty of fresh air and exercise and regularly play out in the childminder's garden and visit local parks. These experiences are thoughtfully used to help teach children to protect their own safety. For example, on the walk to school children learn to look out for traffic and walk sensibly when crossing the road. The childminder uses role-play, books and everyday discussions to reinforce this learning in a child-friendly and developmentally appropriate manner.

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?	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?	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?	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

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.