

Inspection report for early years provision

Unique reference number	510515
Inspection date	21/01/2009
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 1993. She lives with her husband, who is also a registered childminder, and their adult child. They live in a residential area of Coventry in the West Midlands. The property is easily accessible. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to recreational areas and attend local carer and toddler groups.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), some of whom attend on a part-time basis. The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She has a Level 3 early years qualification.

Overall effectiveness of the early years provision

Children settle well and enjoy a close relationship with the childminder and her husband who co-minds with her. The childminder has a secure understanding of the requirements within the Early Years Foundation Stage (EYFS), consequently, children are making good progress in their learning. Her practice is fully inclusive because she works closely with parents to meet children's needs and she is developing links with other providers who share the care of the children. All required documentation is in place and well maintained, although minor amendments are required to ensure that the Early Years Foundation Stage requirements are fully met. The childminder has started to carry out a self-evaluation of her provision and has identified and implemented some areas for improvement.

What steps need to be taken to improve provision further?

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

- extend risk assessments to cover outings
- further develop systems for evaluating practice.

The leadership and management of the early years provision

The childminder has secure procedures in place to safeguard children and protect them from harm. For example, she is clear of the Local Safeguarding Children Board procedures and has a written child protection policy which is shared with parents. The childminder has a sound knowledge of the symptoms of child abuse and knows what action to take if she has concerns about a child in her care. Risk assessments are conducted and cover all areas of the home, however, they do not cover outings and as a result potential hazards may be overlooked.

The childminder is less secure about procedures for identifying strengths and weaknesses within her practice. Monitoring systems, in order to maintain continuous improvement, are in the early stages of being developed, consequently they have not been fully implemented. The recommendation raised at the last inspection has been fully addressed to ensure children's safety. The childminder has a positive attitude towards training and has attended many short courses and workshops to further develop her childcare knowledge.

A secure commitment is shown to inclusive practice and she is competent in including each child in the activities according to their particular age and stage of development. Effective relationships with parents ensure they are informed about the activities their children take part in, given good access to their individual developmental records and have opportunities to discuss their progress. All parents are provided with information about the provision; offered settling-in visits and see the childminder take notice of their personal preferences about their child's care and development.

The quality and standards of the early years provision

Children are provided with good opportunities and experiences to help them make progress across all areas of learning and development. The childminder offers very good levels of support to all of the children and she is skilled in including all children in the activities. Children benefit from her caring and supportive attitude which helps them to feel valued and raises their self-esteem.

The childminder has begun to regularly observe children in their play and these are added to children's individual assessments in order to identify the next steps in their learning journey. Parents are encouraged to contribute to these records to help build on what children already know.

Space and resources within the home are organised well to ensure children acquire skills in becoming independent learners. For example, they move freely between areas and access resources and play from low-level storage. Children are sociable and confident with the childminder, her family and with visitors. They express themselves well, articulating their wants and needs. Older children speak confidently and are learning to listen to others. They thoroughly enjoy books and stories, cuddling up with the childminder in the 'cosy corner' to listen to her read. Children learn to solve problems and recognise numbers in their daily play. They count how many pieces of fruit they buy from the 'market stall' and use a shopping trolley to take their purchases home.

Children enjoy fresh air and outdoor play. The regular trips out to toddler groups and to the park encourage children to develop their social skills and also extend their knowledge of the world around them. They discuss changes in the seasons and talk about the destination of planes that they see in the sky. Physical skills are practised through regular use of the equipment at the local park as well as wheeled toys and footballs in the garden. Babies and young children are wrapped up warmly and taken for walks in their pushchairs so they can explore the local

community. Children play cooperatively with others and are learning to share and take turns. Behaviour is good. Children benefit from the good example set by the childminder who is calm, quiet and polite. She provides a good role model for them.

The childminder creates a safe and welcoming environment and children are learning how to keep themselves safe both in the home and on outings. For example, they are clear of house rules and boundaries, are involved in practising the fire drill and learn about road safety. They learn about healthy eating and making appropriate food choices as they sit together to eat their meals that their parents have provided. The childminder ensures she can respond appropriately if a child becomes ill or has an accident. She has completed a relevant first aid course and has a fully stocked first aid box.

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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
---	-----

The provider confirms that the requirements of the voluntary 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.