

Inspection report for early years provision

| | |
|--------------------------------|-----------------------|
| Unique reference number | EY296256 |
| Inspection date | 05/03/2009 |
| 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 2005. She lives with her partner and adult daughter in a residential area in Coventry in the West Midlands. There are shops and schools within easy walking distance. The premises are easily accessible. The whole of the ground floor, bedroom at the rear of the house and the upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings and regular attend local carer and toddler groups.

The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. She also offers care to children aged over five years. There are three children attending before and after school care sessions and during some school holidays. The childminder currently supports children who speak English as an additional language. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a safe, welcoming and stimulating environment where children are provided with good quality care. Children make sound progress in their learning and development as the childminder ensures that their play is purposeful and fully supports their individual learning needs. Practice is inclusive, with any specific requirements discussed and agreed with parents. All required documentation is in place, although minor amendments are needed to fully comply with all aspects of the EYFS requirements. The childminder demonstrates a positive attitude towards continuous development and evaluates her practice to improve her service for children and families.

What steps need to be taken to improve provision further?

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

- increase resources which help children to find out about and learn how to use information technology and programmable toys.

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

- ensure written parental permission to seek emergency medical advice or treatment is obtained for all children (Safeguarding and welfare)

06/03/2009

The leadership and management of the early years provision

Children are safeguarded because the childminder has a secure understanding of child protection procedures. She is aware of possible signs of abuse and has a clear understanding of what to do should she be concerned. The childminder has attended training in child protection and this knowledge is underpinned by a clear policy which is shared with parents. Written risk assessments are in place and regular daily safety checks on her home and any resources used for minding, ensure that children are cared for in a safe environment.

The childminder is well organised and maintains accurate and up-to-date records which assist her in keeping children safe. Written policies and procedures support the childminder's practice well and provide clear information for parents. The childminder evaluates her practice and has a clear understanding of her own strengths and weaknesses. She is enthusiastic and demonstrates a strong desire and commitment towards continually improving her service by attending training and seeking advice and support from the local authority.

This childminder has formed strong partnerships with parents and they are kept well informed about their child's day, care and activities as well as their progress. She involves parents in their child's learning and development and they chat on a daily basis. Parents' views are valued and their written comments confirm the good rapport that she has with their children and how happy they are with the childminder's care. She is aware of the need to work closely with any other settings that minded children may attend and has begun to form links with these in order to ensure continuity of care.

The quality and standards of the early years provision

The childminder plans and provides a wide variety of play experiences that effectively motivate children and help them learn. All areas of learning are covered through a good balance of adult-led and child-initiated activities. The childminder talks to parents about what their children like and can do and she observes them closely to find out where they are in their development and where they need to move onto next. She knows the children in her care well and through discussion demonstrates a good knowledge of child development and how children learn. Resources are plentiful, although toys and activities which help children to find out about and learn how to use information technology and programmable toys are limited. Toys are stored in various places around the childminder's home and children are confident to ask for items that they cannot see or reach. Therefore, they are able to make some independent choices about their play.

Children learn to recognise numbers and count in every day situations, for example, they count how many cups they need at snack time and look at numbers on the clock. They are learning to solve problems and match shapes as they play with jigsaw puzzles and build with construction toys. Opportunities to be creative and practise their early writing skills are plentiful. Children's art work is attractively displayed around the play room and they are able to identify their own work and

proud to talk about the content of their pictures. Each child has their own scrap book which shows examples of their work and photographs of the activities they have taken part in. These exercise books give the childminder and parent a valuable insight into how children are progressing and where their interests lie.

Children are starting to learn about differences and develop a respect for themselves and others because the childminder encourages positive attitudes through everyday discussion and planned activities. Their individual needs are discussed with parents in detail. Any special requirements are recognised and met sensitively. Images of people in society are reflected positively in books, puzzles and play people. All toy boxes are labelled in English, Punjabi, Spanish and French therefore, helping children understand that people communicate in different languages. Children with English as an additional language are well supported. The childminder knows key words in their first language to ensure children are able to be fully included and their needs effectively met.

Children are happy, settled and secure because the childminder builds good relationships with them and provides comfort, praise and lots of encouragement. Children are developing an awareness of health and hygiene because routines for hand washing are well established. They are provided with a wide variety of healthy and nutritious meals and snacks which are freshly prepared as needed. Children get plenty of fresh air and exercise. They regularly play in the garden and experience splashing in puddles and exploring the snow. Outings are frequent, these include visits to the park and local community groups. Consequently, children enjoy lots of opportunities to mix with others and their social skills are developing well.

The childminder has satisfactory procedures in place if a child becomes ill or has an accident. She has completed a relevant first aid course and the first aid box is fully stocked. However, written parental permission to seek emergency medical treatment or advice has not been obtained for all children. As a result, this may compromise the safety of some children.

Children play together happily, they are beginning to learn about sharing and taking turns because the childminder offers gentle encouragement that promotes positive behaviour. She explains why boundaries and house rules are in place and actively encourages manners and respect for people and property. Road safety is routinely reinforced and the childminder regularly practises fire evacuation procedures with the children.

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. | 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? | 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? | 3 |
| 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

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.