

Inspection report for early years provision

Unique reference number	223961
Inspection date	19/01/2009
Inspector	Jan Burnet
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 1998. She lives with her father and daughter, aged over 16 years, in a residential area on the eastern outskirts of Coventry. The whole of the ground floor is used for childminding. There is a fully enclosed garden used for outside play. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children, of whom three may be in the early years age group. She is currently minding two children in the early years age group and two children before and after school who are aged under eight years. The childminder is able to walk with children to and from local schools. She attends parent and toddler groups.

The childminder holds an early years qualification.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). She promotes children's welfare and care needs very successfully and meets their individual developmental needs well. The childminder ensures that all children are valued and included. Information obtained from parents enables her to identify and address children's differences. The childminder is aware of her strengths and weaknesses and her commitment to continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- make sure that the risk assessment covers everything with which a child comes in to contact
- develop planning systems so that assessment and information from parents informs 'next steps' in learning for all children.

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment that is safe and secure. She is fully aware of her responsibilities with regard to supervision and ensures that all resources are appropriate to children's individual ages and stage of development. The childminder is identifying areas for improvement as she completes the Ofsted self-evaluation form and is aware of her training needs. She is using documentation to ensure that she is aware of the requirements of the EYFS and has extended her knowledge by accessing information on the Ofsted website, by discussing issues with other childminders, and by consulting with local authority advisors and with parents. One recommendation, to develop awareness

of the procedures for child protection, was made at the time of the last inspection. The childminder has addressed this well as she provides a clear policy and is very sure of her safeguarding responsibilities.

Information requested from parents that links to the care of each child is thorough and the childminder makes sure that individual needs are met well. Written information provided for parents is good. Initially they are shown a portfolio containing thorough information on policies and procedures, police clearance forms and insurance information. The childminder is proactive in seeking parents views as she provides a questionnaire twice each year. They are asked about their preferred method of communication and whether they are happy with routines, activities and food. They are asked if they have any concerns about their child's development and if they are happy with behaviour management methods. Any comments added to the forms are welcomed and parents are asked if they would like to make changes to their contract. The childminder asks parents to settle their child in gradually to ensure that the child feels emotionally secure. Children's achievements are shared with parents, but systems for obtaining details from them on what their child knows and can do are not used along with the childminder's assessment to ensure that activities are planned to meet each child's different stage of development. The childminder has developed positive links with other professionals involved in the care of the children.

Children's welfare is addressed well as required measures are in place to ensure their health and safety. The childminder assesses safety each day and a written risk assessment identifies how potential hazards have been identified and addressed inside the home. However, a hole in the garden fence is not identified and, although the childminder explains how outings are risk assessed, the record does not include all outings. The childminder is fully aware of her responsibility with regard to protecting children from harm and a copy of the Coventry Safeguarding Children Board Procedure is shown to parents. All required records are kept up-to-date and in good order.

The quality and standards of the early years provision

Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The childminder demonstrates a commitment to extending her knowledge of the EYFS learning and development requirements in order to ensure that all children are able to reach their full potential and make progress across all areas of learning. The range of resources and activities meet their needs well. Children's achievements are being recorded, but systems for using assessment and information from parents to inform 'next steps' for individual children are not yet fully in place.

Topics are planned and then learning objectives are identified. Children benefit from learning and play opportunities through a variety of outings and visits to places of interest. For example, for a transport theme children explored the Transport Museum and for an animals theme they visited Hatton Country Park. Activities planned for a theme also include role play and art and craft activities, for

example, making model vehicles and dressing-up as the 'lollipop' person and pretending to cross the road. For a food topic children cut out food from magazines and placed it on plates, discussing which are healthy and which are not. Children regularly bake. The childminder teaches them health and safety measures with regard to making sure that hands are clean and why they must take care not to sneeze on the ingredients. Mathematical development is promoted as children count spoonfuls of ingredients, weigh, and look for numerals on the scales.

Children play happily and confidently select resources from a range of toy boxes available in the play area. The childminder encourages their independence as they address their own personal hygiene. Children's social development is promoted at parent and toddler groups and they are learning to share and take turns. They develop skills and confidence as they have access to large physical play equipment and manipulative skills are good as they use malleable materials, tools, pencils and crayons. Children enjoy daily access to books, puzzles and games. The childminder promotes language development as she asks the children open-ended questions. She encourages the children to express their preferences and opinions. Children count and name shapes and colours as they play. They have access to books and toys that reflect diversity. The childminder is not caring for any children with learning difficulties and/or disabilities but clear policies and procedures on equal opportunities and special educational needs identify the importance of working with parents and other professionals to ensure that all children learn and develop.

The childminder takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures. Children play in a safe and welcoming environment and they are learning how to keep themselves safe. For example, why they must hold on to the pushchair when out walking, looking and listening before and whilst crossing the road and the reason why the fire drill is practised. Children's learning is enhanced with visits to the fire station, dentist and doctor and the childminder has invited a police officer to talk 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.	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?	3
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
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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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.