

Inspection report for early years provision

Unique reference number	510441
Inspection date	15/01/2009
Inspector	Hazel Christine White

Type of setting	Childminder
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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 1997. She lives with her husband, adult child and two young children aged one and six years. They live in a residential area of Coventry in the West Midlands. The premises is easily accessible and the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play.

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

Overall effectiveness of the early years provision

The childminder provides a warm, homely environment where parents and children are welcomed and valued. Children's individuality is recognised and the childminder offers them a variety of play experiences that help to develop their skills and knowledge. Systems to observe and assess children are being considered and policies and sound everyday practices generally ensure that children's safety and welfare are suitably protected. The childminder demonstrates a satisfactory capacity for continuous improvement and is developing self-evaluation systems in order to improve the service that she offers.

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 anything a child may come into contact with
- develop understanding of the procedure to follow when investigating complaints
- develop further strategies for identifying areas of improvement
- develop systems for observing and assessing each child's needs, interests and learning styles and use information gathered to plan for their next steps in learning.

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

16/01/2009

The leadership and management of the early years provision

The childminder has started to make the changes in her practice to meet the requirements of the EYFS. She has a reasonable understanding of safety issues and carries out daily visual checks of the premises to ensure that they are safe and secure. Some risk assessments have been conducted although they do not cover everything which a child may come into contact with, and as a result, some potential risks may not be fully considered. Documentation is generally well maintained and most records and procedures required are in place. The childminder has a written complaints procedure to share with parents, however, she does not fully understand her role in dealing with concerns parents may raise with her.

The childminder is beginning to informally evaluate her own practice and is aware of some of her own strengths and weaknesses. However, systems to do this are still in their infancy and do not fully consider the views of others, for example, parents. Consequently, some areas for improvement may not be fully recognised or considered. Children are protected because the childminder understands her role in safeguarding them, she has a sound knowledge of the symptoms of child abuse and knows what action to take if she has concerns about a child. The childminder offers a good level of support and supervision and ensures that children are not left unsupervised with persons that have not been appropriately vetted.

The childminder develops strong working relationships with parents and carers. Regular two-way communication ensures that any individual needs and preferences are suitably known and considered. Children are offered settling-in visits to help them gain a sense of belonging and an open-door policy exists. Information about children's progress is shared and consistency of care is assured.

The quality and standards of the early years provision

Children are happy, settled and making suitable progress in their learning. This is because the childminder offers them a range of experiences that suits their individual needs and interests them. For example, young children concentrate as they attempt to press the right buttons on toys to make lights flash and music play. They move freely between rooms and have access to a variety of good quality resources that are age and stage appropriate and therefore meet their needs. Toys are stored at a low level throughout the home and rotated to maintain children's interest and extend their learning. Children are able to make independent choices from the selection available and are learning to share and take turns in their play.

Children enjoy joining in with songs, familiar nursery rhymes and moving to music. They develop their interest in books by sitting with the childminder and looking at and naming pictures. Older children construct 'playmobil' models and have fun using their imagination by creating characters and making up their own games. The childminder joins in with the children's spontaneous play to support them in

their learning and to offer ideas. However, systems to observe and assess children's achievements, interests and learning styles are still being developed and this means that their next steps in their learning are not fully considered.

Behaviour is well managed and children are reminded to be polite and have good manners. They learn about the house 'rules', which are kept simple for children to understand and are displayed on the door to remind them about expected behaviour. Children are constantly praised and encouraged which enhances their self-esteem. They are developing positive attitudes towards others through everyday discussions and experiences and enjoy equal access to a satisfactory range of resources that reflects diversity. Books, dolls and play figures positively promote people in society. Older children discuss current topics and events to extend their knowledge and understanding of the wider world. For example, they share information with the childminder about an 'Ann Frank exhibition' which they attended.

Children's health and well-being are suitably promoted by the childminder. Children's meals and snacks are provided by their parents, but the childminder ensures these are appropriately stored and prepared. Children are well hydrated with regular access to their drinks throughout the day. The childminder also promotes physical activities by ensuring they have regular opportunities to experience fresh air and exercise. They use climbing equipment in the garden and learn to balance on stilts and throw and catch balls. The childminder has taken steps to prevent the spread of infection and takes appropriate action when children are ill. She has maintained her first aid certificate and procedures for recording accidents or administering medication are in place. However, requesting written permission from parents for seeking emergency medical advice or treatment has been overlooked which could compromise children's safety in the event of a serious accident.

The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. They listen to instructions before crossing the road and know they must stay close to the childminder. The dangers of fire are discussed and children take part in regular fire drills so they know the procedures to follow.

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?	2
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?	2
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: 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 on 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.