

Inspection report for early years provision

Unique reference number	510529
Inspection date	12/02/2009
Inspector	Paula Hunt
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 1996. She lives with her partner and two children aged 10 and 15 years in the Poets Corner area of Coventry. The whole ground floor of the house is used for childminding and is accessible via three steps. Bathroom facilities are located on the first floor and there is a fully enclosed garden 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 four children on roll, three of whom are within the early years age range.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group and she helps to run one of them.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a secure and inclusive home environment for children and their families. She has established strong and trusting relationships with children and follows a familiar daily routine which effectively meets their welfare needs. The childminder is developing her knowledge and understanding of the Early Years Foundation Stage (EYFS) and has formed effective links with other providers. She is beginning to implement systems for observing the children and planning activities to support their learning, both of which require some further improvement. Systems to maintain continuous improvement and to monitor and evaluate children's progress have been developed, but are not yet fully implemented.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment processes in order to identify individual children's learning priorities and plan for each child's continuing development through play-based activities
- ensure adequate space is provided to give scope for free movement and well-spread activities
- update the complaints procedure to include the 28 day response timescale to ensure parents are fully informed.

The leadership and management of the early years provision

The childminder has developed simple policies and procedures to support the safe and efficient management of the setting, which she makes available to parents and carers. However, the procedure for dealing with complaints does not indicate the required timescales of response to ensure parents and carers are fully informed.

The childminder adequately maintains the required documentation for the safe management of her provision and ensures the needs of all children are sufficiently met. The childminder has developed successful working relationships with other childminders in the area and formed effective links with other providers the children attend such as the local nursery. She has successfully addressed the recommendation made at the last inspection and has begun to use systems for self-evaluation. The childminder makes regular observations of children at play and has developed appropriate systems to record photographic evidence of children's achievements. However, these records are not yet used effectively to monitor and evaluate progress, identify children's individual next steps and share achievements with parents. Inclusion is adequately promoted within the setting as the childminder ensures that all children are included and involved. A written policy in relation to equality of opportunity is in place and the childminder has a positive attitude towards caring for children with learning difficulties and/or disabilities.

The childminder does not effectively organise her home to enable children to move around freely. There is limited free space for children to play on the floor although they sit at the table for meals or creative activities. Children have independent access to a good range of resources suitable for their ages and stages. An effective system has been implemented to assess the potential risks to children in the home, garden and on outings. Positive steps are taken to ensure that all identified risks are minimised. For example, stairgates are across the kitchen to prevent access by children and there is an alarmed front door to alert the childminder if opened. Children are suitably protected because the childminder has a satisfactory knowledge of safeguarding issues and is familiar with the local procedures and guidance. All adults living on the premises have undergone appropriate checks and the childminder supervises all visitors to the home to keep children safe. There are positive relationships with the parents and carers, which ensures the well-being of the children. The childminder encourages parents and carers to share information about their children when they begin their care to establish the children's individual needs. Parents demonstrate their satisfaction with the service through written references and they are kept informed about their child's activities and progress on a daily basis.

The quality and standards of the early years provision

Children are comfortable and at ease in the care of the childminder. The premises are secure, adequately maintained and provide a safe environment where they can play and learn. A well established routine ensures that children visit a toddler group three times a week, where they learn to join in and make friends with other children. Children make adequate progress towards the early learning goals. The childminder has a satisfactory understanding of how children learn and develop, although planning is informal and does not include information about specific aims or challenges for individual needs. Furthermore, the information from observations is not used effectively to clearly identify their future learning within planned activities to ensure children achieve as much as they can. This has an impact on the childminder's ability to share information with parents and others about the children's progress.

Children are acquiring new skills and knowledge as they learn colours when discussing different coloured bricks and fruit. They learn large and fine motor skills when building roads and tracks and confidently match and sort by size when placing small cars in a row. Children are developing language and early reading skills as they sit with the childminder to look at books. They explore and investigate an appropriate range of resources and develop increasing skills as they carefully build models using plastic bricks. Their confidence and self-esteem is well promoted as they are offered praise and encouragement for their efforts for example, when tidying away toys, washing hands and playing cooperatively with others. Babies and young children enjoy exploring the bright colours, different sounds and textures of both manufactured toys and natural items in a 'treasure basket'. Warm relationships between the childminder and the children contribute to children's sense of belonging.

Children's health and well-being are adequately promoted, for example, children are encouraged to wash their hands after visiting the toilet and hygienic procedures are followed for nappy changing. The childminder follows appropriate procedures if children have an accident or become unwell whilst in her care. The childminder offers parents the choice whether they wish her to provide meals but currently they provide packed food for their children. She does provide snacks of fresh fruit, toast or an occasional chocolate bar and she ensures children can access regular drinks of milk, water or squash. Children are learning right from wrong because they are given clear explanations when their behaviour is inappropriate and methods of behaviour management are agreed with parents to ensure consistency with home. Children benefit from the regular opportunities that are provided for physical play such as walking to and from school, using large and wheeled equipment in the garden or at the local toddler group and trips to local park.

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?	3
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?	3
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
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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.

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.