

Inspection report for early years provision

Unique reference number	EY258610
Inspection date	12/02/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her husband and three children aged 15, nine and four years in a residential area of Coventry in the West Midlands. There are shops and schools within easy walking distance. The premises is easily accessible. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children regularly attend local carer and toddler groups.

The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. There is currently one child attending part-time who is within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder appropriately provides for children in the early years age group enabling their individual needs to be successfully met. Children enjoy a suitable range of activities and experiences which helps them to make sound progress in their learning and development. The childminder promotes inclusive practice, she knows the children's personalities well and helps them to feel a sense of belonging as part of a family group. She is in the early stages of evaluating her practice to ensure continual improvement and has identified some areas that she wishes to improve.

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
- continue to develop children's assessment records, ensuring that parents have regular opportunities to contribute and use this information to plan for children's next steps in their learning.

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

- obtain written permission from parents to seek emergency treatment or advice (Safeguarding and welfare).

13/02/2009

The leadership and management of the early years provision

The childminder has well-organised documentation which is appropriately used to promote the welfare of children. A range of policies and procedures are in place,

however, the risk assessment does not include outings. The childminder has a sound understanding of her role in safeguarding children and this knowledge is underpinned by a clear policy which is shared with parents. She has attended training in child protection and is clear about the procedures to put into practice when necessary and this means children are kept safe from harm.

The childminder works well in partnership with parents and carers to ensure children's individual needs are fully met. Good information is gathered from parents and carers about the child before they start so that the childminder knows children's individual interests and needs, and this means they settle readily and feel secure. Written information and good verbal feedback ensure parents and carers are kept informed of the child's progress.

The childminder is beginning to reflect on her practice and this has enabled her to identify some areas for improvements which will have a positive impact on the overall quality of the provision. For example, the childminder has satisfactorily addressed most of the recommendations from the previous inspection. She has accessed training to ensure children are appropriately safeguarded and reviewed attendance records.

The quality and standards of the early years provision

The childminder has a sound knowledge and understanding of the Early Years Foundation Stage requirements and this helps to promote positive outcomes for children. She demonstrates a suitable awareness of how individual children develop and learn and provides them with an appropriate range of play and learning opportunities, which help them to make steady progress. Children are observed in their play and photographs of them illustrate the activities they enjoy. This is documented in each child's individual assessment record. However, because this system is in the early stages of being implemented, assessments are not fully used to identify the next steps in children's learning while parents and carers do not contribute to these records to help build on what children know.

Space and play resources are generally well organised to meet children's needs. For example, the play room is equipped with good quality toys and activities which are easily accessible to the children. They take part in topics and themes which keep them challenged and interested. Children learn about the seasons and the weather. They talk about the type of clothes they wear on a sunny or cold day and point out items on their 'interest table' such as, sun cream, gloves and books about the seasons. Children enjoy being creative and are eager and proud to show adults their paintings and drawings, many of which are created at the local groups they attend. The childminder organises visits to places of interest, such as outings to the farm, nature walks to collect leaves and cones and picnics in the park. The garden is used regularly and children are encouraged to bring their wellingtons so they can experience going out in all weathers.

The childminder develops children's language skills through good interaction, she joins in with their spontaneous play and questions children to extend their thinking. They look at books and listen to stories. Mathematical concepts such as

counting and number recognition are introduced through every day situations, in their play and when they are out on walks. The childminder provides an inclusive environment where each child is valued, she consistently praises their efforts, which enhances children's self-esteem and confidence. Children learn about responsible behaviour, they share and are kind to each other because the childminder is consistent and promotes positive behaviour. Resources promote positive images of people in society and special days and events are included in planning. Children describe how they make lanterns and 'ox masks' for the Chinese New Year and celebrate Christmas by visiting Santa.

The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings by gently reminding them of the rules and boundaries that they have helped to write, such as, no running in the house and staying close when walking to and from school. The childminder ensures she can respond appropriately if a child becomes ill or has an accident because she holds a current first aid certificate. However, when updating children's contracts, written permission from parents to seek emergency treatment or advice was overlooked which potentially compromises children's safety in an emergency. Children's health is effectively promoted and they enjoy a range of healthy foods. The childminder ensures these are appropriately stored and prepared. Children are well hydrated with regular access to drinks throughout the day. The childminder also promotes children's health by ensuring they have daily access to fresh air and exercise. For example, they run around in the garden and get fresh air on their daily walks.

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?	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

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.