

Inspection report for early years provision

Unique reference number	EY300284
Inspection date	14/01/2009
Inspector	Hayley Lapworth
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 in Walsgrave in Coventry with her partner and daughter who is 8 years of age. She childminds with another childminder at her own home address. The whole ground floor of the childminder's house is used for childminding. There is an enclosed garden for outside play and the premises is accessible to all.

The childminder is registered to care for four children at any one time when working alone and seven when working alongside her co-minder. There are currently nine children attending on a part-time basis, six of whom are within the Early Years Foundation Stage (EYFS) and three aged over five years to eight years. This provision is registered on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Children are very settled in the care of the childminder. She has a secure awareness of most of the welfare aspects and is satisfactorily aware of the learning and development requirements within the Early Years Foundation Stage (EYFS). She is beginning to make links with the local pre-school and obtains some information from parents in relation to their children's stage of development. She provides children with good quality activities and presents them with challenges. She adapts the activities well and promotes inclusion. Most documentation and some risk assessments are in place to support the safety and smooth running of the service. She is also in the process of looking at the settings strengths and weaknesses in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- use information obtained from parents and develop systems of planning, observation and assessments to identify children's next steps in their learning
- develop systems to look at the settings strengths and weaknesses and progress risk assessments to include anything the children may come into contact with.

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

- improve record keeping in order to show who has legal contact with the child and who has parental responsibility (safeguarding and welfare).

19/01/2009

The leadership and management of the early years provision

The childminder works alongside another childminder and the partnership they share compliments the service they provide. The children benefit from the training, such as first aid undertaken by the childminder which enables her to offer appropriate care. For example, if they are involved in an accident. She is in the process of developing her knowledge and devising systems to deliver the EYFS learning and development requirements. However, information from parents is not used effectively and the systems are not yet fully secure, which means children's learning may be compromised. She has started to make links with the local pre-school and has provided them with information in relation to children's individual learning needs. The variety of play and experiences she is presently offers for children present them with challenge and are age and stage appropriate. As a result children are making suitable progress towards the early learning goals.

The childminder is aware of a number of the strengths and weaknesses within her practice and is beginning to consider areas for development. She has recently introduced a system of risk assessments. However as none of these are as yet are fully effective, children's safety is potentially at risk in some areas and improvement is restricted.

Good partnerships have been developed with the children's with parents and carers. Well-written information is made available to parents to make sure they are fully aware of all aspects of the service. For example, the procedure relating to behaviour management provides parents with examples of how their children's behaviour will be handled whilst in the care of the childminder. Verbal discussion and daily diaries for younger children ensures there is a two way communication between the parents and the childminder.

Children's welfare is safeguarded in most areas. The childminder supports and supervises the children well and ensures her home is maintained to a high standard. Most documentation is in place, however, required information regarding legal contact and parental responsibility for each child has not been recorded. Consequently, this impacts upon children's safety. The childminder has a sound understanding of child protection issues and is securely aware of her responsibilities in the event of a concern about a child in her care.

The quality and standards of the early years provision

The children are shown affection by the childminder and are made to feel secure if they are unwell or in the presence of a visitor, for example, the inspector. She joins in their play and they have fun. For example, she creates games such as 'who's that in the mirror' briefly lifting the child in front of and away from the mirror, they also sit on her lap and enjoy a tickle. All of which enhance their sense of belonging. She securely promotes inclusion and sees the children as individuals. Children with specific learning needs or English as a second language are supported well as the childminder works with their parents and tries to find out familiar words or gestures used by the child.

Personal, social and emotional development is developing well. Children are sociable and confident with the childminder, her co-minder and with visitors. Most of the time they cooperatively play with others and are learning to share and take turns. Regular trips out to toddler groups and visits in the community encourage children to further develop their social skills. Behaviour overall is good and the childminder is a good role model. For example, they benefit from the example set by the childminder who is relaxed and calm when dealing with difficult behaviour. Children's requests and needs are met and they are beginning to express themselves well, some becoming articulate. Most children speak confidently and are learning to listen to others and hold a two-way conversation.

The home is well organised and children are at ease, they confidently move between their chosen activities and create their own games. For example, two young children jump and roll around on the carpet copying what they have seen on the television. As a result they are leading their own learning and following their own interests. Further activities like making masks and cakes to celebrate festivals extend the children's understanding of religion and culture.

Children's good health is promoted and they are learning about their own safety. For example, they discuss keeping safe when crossing roads and participate in practising the fire evacuation procedure.

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?	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?	2

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?	2
How well are children helped to stay safe?	2
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

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.