

Inspection report for early years provision

Unique reference number	EY382463
Inspection date	20/01/2009
Inspector	Tracey Marie Boland
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 2008. He lives with his wife and children aged four and 12 years in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and the first floor bedrooms are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to parks, places of interest and parent and toddler groups. The family have a small dog.

There are eight children currently on roll. The childminder is registered to care for five children under eight at any one time when working alone. When working with a co-minder he is able to care for 10 children under eight years. There are currently five children attending who are within the Early Years Foundation Stage (EYFS), some of whom attend on a part-time basis. The childminder also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the setting is via a drive on a slight incline and a step into the provision. He is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). His practice promotes their welfare and children benefit from a wide range of stimulating play and learning opportunities. Strong relationships have been formed between the childminder and the children who are happy and relaxed in a warm, welcoming environment. The childminder is proactive with regard to equality of opportunity and inclusive practice and ensures that all children are valued and included. Most required information has been obtained from parents and a comprehensive range of written policies and procedures are in place, shared with parents and regularly reviewed. The childminder is currently completing his Level 3 qualification in Early Years and sees the importance of accessing training to benefit and enhance. Views of the children and their parents are sought although self-evaluation systems are in their infancy. Risk assessments are in place.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the self-evaluation in order to enhance practice
- obtain information about who has legal contact with the child; and who has parental responsibility for the child.

The leadership and management of the early years provision

Children enter a welcoming, warm environment which is safe and child-focused. The childminder understands the importance of good supervision and ensures that all resources are appropriate to children's individual ages and stage of development. He is fully aware of his role and responsibility with regard to protecting children in his care from harm and neglect and provides a clear policy for parents, along with others such as confidentiality, behaviour management and complaints to ensure that parents are also aware of the practices in place. Parents, and children's views are sought through the use of questionnaires although the use of the self-evaluation is still to be implemented. The childminder demonstrated a commitment to continually developing his own skills through training and is currently completing an early years qualification. Training has also been accessed to ensure the smooth implementation of the Early Years Foundation Stage (EYFS).

Parents are kept informed and up-to-date about their child's day through a factual notice board which outlines important information and documentation. Children are happy and settled and develop a feeling of security through the gradual settling in process agreed between parents and childminder. Daily communication with parents also highlights their child's progress and any achievements. Each child has a folder where they store their work when completed to take home at their leisure. Children's registration forms are detailed and concise and clearly outline their individual needs and routines. However, records do not include information on who has legal contact with the child or parental responsibility.

Parents are encouraged to share information about their child's abilities and understanding, which enables plans to be made to meet their needs. Regular information sharing maintains continuity of care and adds to their feeling of belonging.

The quality and standards of the early years provision

Children are making very good progress and enjoy a wide variety of stimulating play opportunities and experiences to meet their individual needs and challenge their abilities. The childminder has a clear understanding of the EYFS and its implementation and the importance of ensuring that each child's individual needs are met. He understands the different stages of development and learning and uses the information gained through the observations he completes to plan for the next steps in their learning. Photographs reflect these activities which are shared with parents. Individual records of achievements are completed and readily available for parents at all times.

Children experience a wide range of toys and resources and learn to share and take turns through play and the consistent reinforcement from the childminder. Independence is encouraged and resources are stored to enable children to self-select. Resources are chosen to best suit the abilities of the children cared for and take into consideration children's interests and requests. The childminder demonstrated a commitment to working with parents and other professionals to

ensure that the identified needs of a child with a learning difficulty and/or disability are appropriately met.

Children are happy, settled and secure and interaction is very good. Children seek cuddles and reassurance and solid relationships have been formed between them and the childminder. Their social skills are actively encouraged through the weekly visits made to local groups that they attend. Resources promote their development in all areas and they undertake topics such as, learning about their bodies, how to keep fit and healthy and the importance of exercise. The development of their language skills is encouraged and time is spent with each child. Planning effectively identifies the learning outcomes for the children and is displayed for parents to see. Observations clearly identify children's abilities which informs future activities.

Concise written risk assessments are in place with identified times for their review. Daily checks ensure the home, garden and any activities are suitable and safe. Healthy eating is promoted and children participate in regular physical play at home, local parks and at parent and toddler groups they attend. Music and movement sessions encourage their understanding of the importance of exercise and keeping healthy and activities relating to this include looking at the skeleton, how muscles work and how their bodies become hot when being active. Safety is a priority and children learn about road safety when out and fire safety within the home. Regular fire drills take place and small toys are kept out of the reach of the younger children. The childminder is a good role to the children and good behaviour is encouraged and praised. Children's understanding of diversity and the wider world develops through the celebration of cultural festivals and the positive images that are reflected through play.

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.	2

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?	2
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?	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
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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 registration 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.