

Inspection report for early years provision

Unique reference number	504765
Inspection date	12/02/2009
Inspector	Jan Burnet
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 1998. She lives with her husband, adult son and 13 year old son. They live in a residential area of Coventry, approximately two miles east of the city centre. The family lounge and conservatory are used by the children and the toilet is on the first floor. The childminder currently chooses not to use a registered first floor bedroom. There is a fully enclosed back garden used for outside play. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for six children, of whom three may be in the Early Years age group. She is currently minding two children in the Early Years age group and three children before and after school, one of whom is aged under eight. The childminder is able to walk children to and from local schools. She attends parent and toddler groups.

Overall effectiveness of the early years provision

Overall, the quality of the provision for children in the Early Years Foundation Stage (EYFS) is good. The childminder promotes children's welfare and care needs successfully and meets their individual developmental needs well. Information obtained from parents enables her to meet children's different needs and the childminder ensures that all children are valued and included. The childminder is aware of her strengths and weaknesses and her commitment to continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- extend the risk assessment to include everything with which a child comes in to contact.

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

- ensure that the first aid certificate is current.
(Qualifications, training, knowledge and skills)

02/04/2009

The leadership and management of the early years provision

The childminder provides a safe and welcoming environment. Potential risks have been identified and satisfactorily addressed in practice and a written risk assessment is in place. However, the record does not include all outings and the possible risks linked to the structure of the stairway and landing. She is fully aware of her responsibilities with regard to supervision. The childminder has completed a

paper copy of the Ofsted self-evaluation form and identifies developing her EYFS knowledge as a priority with regard to areas for improvement. She demonstrates a commitment to improving her knowledge and skills by attending training, but has been unable to maintain a current paediatric first aid certificate. Her certificate lapsed in January 2009 and even though she requested training during autumn 2008, she is unable to access a local authority approved course until March 2009. However, this has minimal impact on her ability to address children's needs as the childminder has previously kept a certificate in date since 2000 and she has kept her knowledge up to date in other ways. The childminder is aware of the requirements of the EYFS and has extended her knowledge by accessing information on the internet. Good links with the local pre-school and school are established.

Written information provided for parents is good. The childminder arranges a gradual introduction for children and a portfolio shown to parents contains policies and procedures. Copies of these are available for parents at all times as they are displayed alongside the registration certificate. The childminder actively seeks parents views. She keeps a form with a list of all information shared with parents and asks them to sign it. They are shown the registration certificate, latest inspection report, insurance, training certificates, example of records and policies and procedures. During the first three months parents are asked to respond to questions included on the form that include; how their child has settled, if he or she is happy, the approachability of the childminder, whether she is meeting individual needs, her professionalism and their knowledge of the complaints procedure. Parents are invited to add comments. Each child has a daily diary and the child's progress is shared with parents verbally and in writing.

Children's welfare is addressed well as required measures are in place to ensure their health and safety. The childminder is fully aware of her responsibility with regard to protecting children from harm and she has drawn up a comprehensive safeguarding policy and procedure for parents. The Coventry Safeguarding Children Board Procedure is displayed for parents in the form of a flow chart. All required records are kept up to date and in good order.

The quality and standards of the early years provision

Children make good progress. The childminder is aware of children's different stages of development and ensures that they are challenged effectively so that they make progress across the six areas of learning. The range of resources and activities meet their needs well. The childminder records observations as children take part in activities, she identifies links to the six areas of learning, records how the activity supports learning and then decides upon 'next steps'. This information is then used as evidence when a 'Trackers 0-5' book is completed for each child. Children's work books are also compiled and contain examples of drawing, painting and collage activities.

Children's creativity is promoted well. They enjoy art and craft and mark-making activities and they choose from a range of colours. They learn to match and name colours. Children sing and dance and 'pretend to be' as they move to music, for

example, they move like a scarecrow when they sing, 'The dingle-dangle scarecrow'. They have continual access to role play resources. Children are active and during winter months when they are unable to use the large physical play equipment at home, they are able to access climbing equipment, slides and tunnels at parent and toddler groups. Children explore and investigate. In water play they experiment with floating and sinking, they bake cakes and they plant and grow seeds and bulbs. They are currently growing courgettes, cucumbers and carrots. The childminder supports children in discussing ways in which people are similar and different, and resources reflect diversity. Children are aware of the childminder's expectations with regard to behaviour.

Children benefit from having continual access to books. Younger children enjoy individual time with the childminder looking at the pictures and learning new words. Older children follow the print as the childminder reads, they recite familiar sections of favourite stories and tell their own story by following the pictures. Manipulative skills develop well with regular use of jigsaw puzzles, small toys and writing materials. Children are encouraged to write their own name on their own pictures. The childminder constantly promotes language development. Children count as they play and learn to count 'one on one'. Older children recognises numbers to five and are beginning to progress towards nine. They sort and match and name shapes.

Children learn how to keep themselves safe and how to protect their own health. They are aware of the fire procedure and the importance of practising it and they know how to cross the road safely. They are learning about the benefits of healthy eating and are aware of ways to protect their own health, for example, good personal hygiene. The childminder takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures.

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?	2
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.