

Inspection report for early years provision

Unique reference number	510399
Inspection date	26/02/2009
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 registered in 1988. She lives with her adult daughter in a residential area of Coventry to the south of city centre. The whole of the ground floor and two first floor bedrooms are registered for childminding. There is a ground floor toilet and a first floor bathroom. There is a fully enclosed garden available for outdoor play. The family has two cats.

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. There are currently six children on roll and three are in the early years age group. The childminder walks to a local school to take and collect children. She attends parent and toddler groups.

Overall effectiveness of the early years provision

Overall 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. She ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and her commitment to continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- develop systems for using observations and assessment, and information from parents, to plan next steps in learning for individual children
- make sure that the risk assessment record includes anything with which a child comes into contact.

The leadership and management of the early years provision

The childminder provides a welcoming, safe and secure childcare environment. She ensures that all resources are appropriate to children's individual ages and stages of development. The childminder has completed the Ofsted self-evaluation form thoroughly and identifies learning and development planning as an area for improvement. She demonstrates a strong commitment to improving her knowledge and skills as she regularly accesses training. During 2008 she attended courses on self-evaluation, 'Are you ready for your inspection?', fire safety awareness and risk assessment. First aid and food hygiene certificates are in-date. At the time of the last inspection one recommendation was made, to improve fire safety precautions, and this has been satisfactorily addressed.

Information requested from parents that links to the care of each child is thorough and the childminder makes sure that individual needs are met well. Written information provided for parents is good. Initially they are shown a portfolio containing thorough information on policies and procedures, police clearance forms, insurance information and the evacuation procedure.

The childminder asks parents to settle their child in gradually to ensure that the child feels emotionally secure. Children's achievements are shared with parents and the childminder obtains some information from them on what their child knows and can do. Feedback sheets are given to parents and the childminder requests their opinions on methods of communication, routines and activities, meals, any concerns about development, methods of managing behaviour and any other comments. The childminder has developed positive links with other professionals involved in the care and education of the children.

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 responsibilities with regard to supervision and she assesses safety on a daily basis. A written risk assessment identifies how potential hazards are addressed. However, the record does not identify all measures in place to ensure children's safety, for example, on outings. The childminder is aware of her responsibility with regard to protecting children from harm and a safeguarding procedure has been drawn up for parents. All required records are kept up-to-date and in good order.

The quality and standards of the early years provision

Children are making good progress because the childminder is aware of their differences and is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs effectively. Children's achievements are recorded, but systems are not fully developed for using assessment and information from parents to inform planning for next steps in learning for individual children.

Children continually count. When out walking they look for numbers that they recognise on houses and buses and they count things that they see in the environment, for example, the number of wheels on cars. Books to encourage counting and numeral recognition are used effectively with children when the childminder assesses that they are ready, and older children count confidently 'one on one' to 10 and recognise numerals to five. Children match colours and different sizes. Personal, social and emotional development is good. Children are happy, settled and secure. They develop social skills at parent and toddler group and they learn to share and take turns. The childminder encourages children to express their wants and needs. Children enjoy easy access to resources and they help to tidy away. They develop an awareness of people who are similar and different to themselves.

Fine manipulative skills develop with daily use of building bricks, safe small toys and writing materials. Older children learn to use scissors. They use large climbing and riding equipment at home, at groups and at the park. Children's creativity is

promoted well. They explore their senses effectively at their different stages of development, they sing and dance and have access to musical instruments. Children enjoy playing with small world resources, dressing-up and domestic play materials. They explore and investigate as they acknowledge the changes in accordance with the changing seasons and they plant and grow bulbs. They have access to a computer and use other programmable toys. Children enjoy looking at books and listening to stories. The childminder promotes their language development as she asks them open-ended questions. They make marks with a variety of writing materials and choose different colours. They learn to hear rhyming sounds in songs and rhymes.

The childminder takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures. Children play in a safe and welcoming environment and they are learning how to keep themselves safe. For example, looking and listening before and whilst crossing the road and the reason why the fire drill is practised. Parents provide healthy meals and children understand and adopt healthy habits, such as good hygiene practices.

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?	3

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

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.