

Inspection report for early years provision

Unique reference number	510415
Inspection date	04/03/2009
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 has been registered since 1991. She lives in a residential area of Coventry to the south-west of the city centre with her husband and adult son and daughter. A designated playroom and adjacent conservatory are used for childminding. There is a ground floor toilet. Children play outside on an area of decking. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for six children under eight years, of whom three may be in the early years age group. There are currently seven children on roll and three children in the early years group. Links have been established with other providers to ensure continuity of learning and care. The childminder walks to a local school to take and collect children. She attends, and helps to run, parent and toddler groups.

The childminder is a member of the National Childminding Association (NCMA). She holds a Level 2 early years qualification.

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 use of observations, assessment of progress and information from parents to inform next steps for individual children.

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment. Children's safety is addressed well and she is fully aware of her responsibilities with regard to supervision. Resources are appropriate for children's individual ages and stage of development. The childminder is committed to improvement and has completed the Ofsted self-evaluation form. She identifies that her priority is to further her knowledge of the EYFS and in order to do so she uses documentation and the Ofsted and NCMA websites. The childminder continually improves her knowledge and skills as she regularly attends training. During 2008, she attended training on self-evaluation, preparation for inspection, and 'Fun with Maths'. In 2007, courses

included first aid and managing behaviour, and in 2006, she attended training on food safety and safeguarding. At the time of the last inspection, two recommendations were made; to ensure that low-level glass is safe or inaccessible and to ensure that children cannot access rooms excluded from registration. These have been satisfactorily addressed as double doors that link the playroom to the sitting room are now fitted with safety glass and are bolted to ensure that the sitting room is inaccessible.

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. They are shown copies of policies and procedures and 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. 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 assesses safety each day and a written risk assessment identifies how potential hazards have been identified and addressed. 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 make good progress. The childminder is aware of their different stages of development and makes sure that all children are challenged effectively so that they are able to reach their full potential. The childminder records observations in order to assess children's progress, but systems for using observation, assessment and detail from parents are not yet established in order to use the information to plan for individual learning.

Children's creativity is promoted effectively. They enjoy singing and the use of musical instruments and use their imagination when moving to music. Children have continual access to small world and role-play resources and repeat situations that they have seen, for example, pretending to be parents or older brother/sister of the baby dolls. A good range of art and craft resources are easily accessible and children use graphics materials and tools, including scissors, competently. They explore and investigate, for example, as they play with wet and dry sand, grow watercress and acknowledge change as they mix ingredients when baking. Children explore their senses. They help to prepare a fruit salad using mango, star fruit, strawberries and pineapple, and they talk about different smells, tastes and textures. Children develop an awareness of the ways that people are similar and different as they learn about different religious and cultural celebrations and use books and toys that reflect positive images of disability.

Mathematical development is continually encouraged as children count and learn to recognise numerals. Whilst out walking, they look for numbers on gates, houses

and bus stops. Books and rhymes encourage counting and an awareness of calculation. Children explore footprints in the snow, looking for bird and animal prints and acknowledging the different sizes of footprints. Daily use of writing materials and safe small toys promote the development of manipulative skills. Pencil control is good. Children explore the local environment, talk about what they have seen and then carefully draw their own map showing a church, shops and traffic lights. Children recognise their name in print and are beginning to write their names on drawings. They learn to make the sounds of the letters. They speak confidently and the childminder promotes learning by asking open-ended questions.

The childminder takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures. Children are active and they learn how to keep themselves healthy and safe. For example, why they practise the fire drill, why they must hold hands when out walking, and looking and listening before and whilst crossing the road. Children learn about good personal hygiene.

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?	3
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?	3
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.