

Inspection report for early years provision

Unique reference number	EY102379
Inspection date	02/07/2009
Inspector	Mary Kelly
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 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 2002. She lives with her husband and two children aged 17 and 15 years. They live in the Coundon district of Coventry. The whole of the ground floor is used for childminding with the bathroom facilities on the first floor. There is a fully enclosed garden area available for outside play and the family have a cat and a dog. The childminder's home is accessible via a step at the front entrance.

The childminder provides a before and after school service and regularly attends local pre-school groups and takes children to the local park. The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to provide care for six children. The childminder is currently minding 11 children on a full-time and part-time basis, four of whom, are within the early years age range.

The childminder is a member of the National Childminding Association (NCMA). The childminder is awaiting the results of her National Vocational Qualification (NVQ) Level 2 qualification.

Overall effectiveness of the early years provision

The quality of the provision is good. The childminder provides many good opportunities for children to learn and develop in the Early Years Foundation Stage (EYFS). Children's individuality is respected and catered for, as the childminder works well with parents and others to ensure children's needs and preferences are individually met. This is further enhanced by effective documentation to support children's welfare, learning and development.

Children enjoy their time at the setting and are made to feel welcome within this homely and stimulating environment, where they have access to a very good range of resources and activities. The childminder has a clear vision for the future and is committed to improving the quality of her service through further training and discussion with the parents.

What steps need to be taken to improve provision further?

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

- increase opportunities to further develop children's awareness of other cultures and improve the resources for diversity
- consolidate self-evaluation systems in order to regularly monitor the quality of care, learning and development opportunity offered to all children.

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

- review and develop the procedure for conducting risk

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assessments; this specifically refers to outings.
(Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

Effective safeguarding procedures ensure children are well protected. For example, robust vetting procedures ensure household members are suitable to have regular contact with children, ensuring that parents are reassured their children are safeguarded. The childminder has given good, initial consideration as to how she will evaluate her practice to include the views of children, parents and carers, although these systems are new and yet to be consolidated.

Children benefit from the childminder's effective, well-organised documentation ensuring that parents are kept well informed about their children's time at the setting. Having completed a National Vocational Qualification Level 2 in care, learning and development, the childminder organises her home effectively, as resources and equipment are of good quality and attractively displayed, enabling children to initiate and direct their own play. She has been able to reflect on her practice as a result of the course.

Children's welfare is enhanced because the childminder has a good understanding of child protection procedures having attended recent training. She is fully aware of her duty to record and report any concerns. Regular risk assessments of all areas and safety equipment, such as stair gates, ensures potential risks to children are minimised. However, whilst children are always supervised well when on outings, the childminder has not yet formalised a risk assessment when taking the children off the premises. This potentially compromises children's safety.

Information relating to children's likes and dislikes are used to help plan and deliver age-appropriate activities. For example, younger children enjoy opportunities for sand and water play, whilst older children have opportunities to construct a scarecrow and designing and making pumpkins to celebrate Halloween. Good links with parents and carers and other settings, including schools ensure that children's individual progress is effectively monitored.

The quality and standards of the early years provision

Children make good progress in their learning and development because the childminder is committed to providing a happy, caring environment in which children can develop effectively. The childminder provides a stimulating environment for children to learn and develop and has given excellent consideration to using space effectively, by providing two playrooms. As a result, children can self-select resources as their needs require. Flexible planning and assessment systems ensure children's progress is carefully monitored and that activities provided ensure children are sufficiently challenged in their learning. This, together with the childminder's questioning skills ensures children's thinking skills are encouraged and helps them make further links in their learning.

Children are continuing to develop their understanding of the wider world and their community through activities, books, discussion. However, this could be further developed with the inclusion of the celebration of different festivals and additional resources, ensuring they have access to a range of positive images. The childminder's sensitive understanding of each child's background and needs ensures every child makes good progress. Good relationships are evident between the childminder, children and their parents and carers, supported by good quality information being available, including a choice of verbal or written daily information regarding their child.

Children are active learners as they take part in a range of activities that meet their learning and development needs, such as, drawing with crayons, constructing and playing with a train set and use of resources that promote Information Communication Technology, such as walkie-talkies and tills. The children are able to share what they have done with the childminder as photographs are shared on a digital photo frame. Children's work is displayed and this promotes the self-esteem of the children. Children learn to keep themselves safe and are able to be aware of what they need to do when crossing the roads and when practising the emergency evacuation procedure.

Children's health and well-being is extremely well-supported. Healthy eating is well-promoted as the childminder carefully discusses with the parents the needs of the individual children and encourages them to eat fruit and vegetables. Frequent drinks are provided ensuring children remain hydrated especially in the hotter weather. Regular use of the garden and frequent outings ensures children use their senses, enjoy fresh air and practise their physical skills, such as running, pedalling and climbing. Children behave well, supported by the childminder's patience and skilful negotiation skills. As a consequence, children demonstrate care and consideration to each other as they share resources.

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?	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?	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

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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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