

Inspection report for early years provision

Unique reference number	EY239290
Inspection date	08/06/2009
Inspector	Adelaide Griffith
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 was registered in 2004. She lives with her partner and two children aged eight and six years. They live in Coventry, close to shops, schools, nurseries, local amenities and a library. The whole of the ground floor and the first floor bathroom are used for childminding. There is a garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and also collects them from school. She attends several groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a homely environment in which children have access to a wide range of resources. Children are making considerable progress in their learning and development. The individual needs of children are addressed effectively and their welfare is competently safeguarded. Children are generally safe in the setting. The strong relationship with parents supports children's care and development appropriately. Regular self-evaluation has given rise to effective improvements and there are plans in place for future changes in order to offer an optimum service.

What steps need to be taken to improve provision further?

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

- improve the system to undertake observational assessments to meet young children's individual needs.

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

- conduct a risk assessment of the environment that needs to be checked on a regular basis and take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment) (also applies to compulsory part of the Childcare Register)

30/06/2009

The leadership and management of the early years provision

Records, policies and procedures required for the smooth running of the setting are in place. The childminder ensures that she remains suitable to care for children by attending further courses. She creates a relaxed environment in which children are at ease and they use accessible resources confidently. The childminder strives for improvement in relation to education. For instance, she has consistently made resources and also supplements those that are available. She reviews practice daily and invites comments from parents to improve the effectiveness of the service offered. Continuous improvement is maintained because she frequently adapts the environment to meet children's needs. The capacity to make necessary improvements is reflected in the effective steps the childminder has taken to address the recommendations from the last inspection.

Children's individual needs are met competently as each child has access to different types of play. Children's welfare needs are addressed appropriately and they are kept safe but risk assessments are not available for inspection. There is a supportive relationships with parents and this contributes to the care and development of children positively. Links with other early years providers is established and the childminder has the understanding of working with other settings appropriately.

The quality and standards of the early years provision

Children are effectively helped to learn and develop in the Early Years Foundation Stage due to the childminder's commitment and enthusiasm. The childminder supports children's learning by using daily routines to promote their understanding consistently. Children are cared for in an environment that promotes their development in a range of situations. For example, child-size furniture, a sand tray and potted plants are provided on the patio and this extends activities outdoors. There is a wide range of planned, purposeful play and exploration that includes all area of learning. For instance, children concentrate as the childminder reads stories and they participate actively by simulating appropriate animal sounds. They are gaining an understanding of the wider community by shopping and imaginative play is encouraged by using specific resources. For example, colourful rugs that represent ponds are used to raise children's awareness of different life forms.

There is a good balance of adult-led and child-led activities. Children indicate their interest and the childminder fits in accordingly. Observational assessments are carried out regularly although this is not consistent for all children. In spite of this, the planning clearly takes into consideration each child's individual needs. For example, a hand-painting activity supports the development of all children appropriately. Also, challenges are included such as matching items to numbers. The childminder has experience of caring for children with learning difficulties and/or disabilities. She understands the importance of liaison with parents in order to meet children's additional needs effectively. The childminder works closely with parents to promote specific aspects of care and development linked to children's hygiene skills. She has an awareness of working with other providers and has

implemented some activities to complement those offered at other settings.

Children are competently safeguarded due to the childminder's understanding of child protection issues. All other aspects of safeguarding are addressed effectively. Children are helped to stay safe. For instance, following play activities the childminder encourages the tidying away of toys to ensure that the room is safe for moving around. The steps taken to promote children's good health include the provision of freshly prepared meals and daily physical exercise. Children are protected against the spread of infection due to procedures such as the cleaning of tables before meals are served. Owing to the childminder's experience children are encouraged to behave well and they respond positively to requests.

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment).

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