

Inspection report for early years provision

Unique reference number	260678
Inspection date	01/05/2009
Inspector	Paula Hunt
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 2001. She lives with her husband and three children, aged 17, six and two years, in the Binley area of Coventry. The whole house is used for childminding and is accessible via a small step. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll, three of whom are within the early years age range. The childminder also provides overnight care.

The childminder uses a vehicle to transport children to and from local schools and she attends the local parent and toddler group. She holds a recognised Level 2 childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a very professional service where children's welfare is effectively promoted and they make very good progress in their learning and development. Good procedures are in place to ensure children are treated with equal concern and individual needs well met as the childminder recognises that all children are unique, therefore ensuring inclusion. The childminder has a good understanding of her current childcare practice which has a positive impact on the children she cares for. She has evaluated her practice and has formal plans for the ongoing improvement of the care and education provided.

What steps need to be taken to improve provision further?

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

- encourage parents to review their children's progress regularly and contribute to their children's learning and development record
- update the policies and procedures to ensure they reflect the requirements of EYFS with specific regard to child protection

The leadership and management of the early years provision

The childminder takes her childminding responsibilities seriously and organises her service to ensure children have varied, fun experiences, alongside good care and attention. For example, she is currently working towards her National Vocational Qualification at Level 3 in Childcare and Education. Self-evaluation is effective because the childminder has a wealth of knowledge of childcare and has attended relevant training to update her skills. This, combined with a genuine dedication to her work, means that she has developed reflective practice in order to bring about

improvements. Since the last inspection, the childminder has effectively addressed the recommendation raised. Up-to-date records are kept, and comprehensive policies underpin the childminding practice. However, some policies such as child protection have not been updated to reflect recent changes in legislation and guidance which means that parents may not be provided with correct information.

Children are safeguarded from the risk of abuse or neglect as the childminder has completed safeguarding training and understands her responsibility to refer any concerns she may have about children's welfare. The childminder carries out daily checks of her home to make sure that hazards to children are minimised or removed. The childminder builds and maintains good partnerships with parents and carers, thereby promoting the efficient exchange of information between home and the setting. This means that the childminder is able to support children to participate in activities and in making good progress in all areas of learning. Parents are kept well informed of their children's daily activities through frequent discussions with the childminder and written daily diary sheets. The childminder has good links with the local playgroup and communicates with them about what the children are doing there.

The quality and standards of the early years provision

Children are happy and secure in this friendly and stimulating environment. The childminder has a good understanding of child development and supports them very well. She uses her knowledge of the individual children, such as their interests, to plan for outings and activities. The childminder recognises children's achievements and has developed an effective system to observe children and record their progression. However, the childminder has not developed effective systems to regularly share assessment information with parents or to encourage their contributions, which could potentially impact on the continuity of care the children receive. Children enjoy their time with the childminder and have formed positive relationships with her and with each other. They are learning to share, take turns and play together. Behaviour management methods are positive with lots of praise and encouragement given, which fosters good self-esteem. She actively encourages the children to learn about how to keep themselves well and safe from harm. For example, she teaches them road safety and practises safe fire evacuation.

Children are encouraged to self-select from their own resources in the home and they are well supported in their learning. This helps to develop their decision-making skills, self-esteem and ability to communicate verbally. Furthermore, they benefit from a wide range of interesting and worthwhile activities that cover a balanced curriculum and the childminder is effective at introducing and extending learning through discussion, play and daily routines. For example, as children play the childminder will talk about shapes, colours and introduce counting. The well balanced curriculum ensures children develop skills for their future economic well-being. For example, numeracy and communication, language and literacy are included in everyday routines and children begin to learn about technology as they use a camera, shopping till or mobile telephone. Children enjoy favourite stories together and join in enthusiastically. The childminder develops children's

communication skills when she extends their language by asking "what do you think this is?" and then saying the names of the animals in the rain forest as well as modelling their noises. She labels children's place mats with their individual names, and encourages children to recognise the shape of the letters in them. Children are learning some mathematical language such as 'big' and 'little', and puzzles and games aid their problem-solving skills. They use their imaginations well as they dress up or play with 'small-world' resources. Pens and pencils are available for them to draw and write.

Children are gaining a good understanding of healthy lifestyles and an appreciation of the relevance of hygiene practices. They learn about the benefits of exercise from undertaking regular outings to various groups throughout the week and into the community such as the local woods where children explore the environment and wildlife. The childminder actively promotes good hygiene practices to minimise the risk of cross infection, for example, children use liquid soap and individual towels. Good nappy changing procedures are in place; the changing mat is cleaned with anti-bacterial wipes between nappy changes. Children receive a balanced and nutritious diet according to their individual needs and in consultation with parents. Older children are offered drinks throughout the day whilst babies are fed according to their individual routines. Children make decisions about what they wish to eat such as young children deciding it is snack time by selecting an orange and presenting it to the childminder who then helps them to peel it and settle to enjoy it.

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:	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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