

Inspection report for early years provision

Unique reference number	504787
Inspection date	29/04/2009
Inspector	Hazel Christine White
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 1998. She lives in the Coventry area of the West Midlands with her husband and 13 year old child. There are schools, pre-schools, toddler groups and recreational areas near by. The premises are easily accessible and the whole of the ground floor is used for childminding. There is fully enclosed garden available for outdoor play. The family has a dog.

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 attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. The childminder holds a recognised early years qualification.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder provides a welcoming and stimulating environment for children. They enjoy a broad range of activities and challenging experiences which effectively meet their needs and helps them to make good progress in their learning and development. The uniqueness of each child is recognised and the childminder makes sure she promotes inclusive practice for all. She has a positive attitude to improving her service for children and families, demonstrating that she reflects upon and evaluates her practice. The views of parents are valued and included to ensure continual improvement.

What steps need to be taken to improve provision further?

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

- further develop the use of observations and assessments to plan the next steps in children's developmental progress.

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

- obtain prior written permission for each and every medicine from parents before any medication is given to children (Promoting good health)

06/05/2009

The leadership and management of the early years provision

The childminder has a good range of policies and procedures in place to safeguard children. For example, she has a written risk assessment for anything that a child may come into contact with and undertakes daily checks of the premises and equipment. The childminder has a secure understanding of her role in safeguarding children and is clear about the procedures to put into practice when

necessary. As a result, children are kept safe from harm. All documentation is well organised and regularly updated in order to promote the welfare of children.

Relationships with parents are effectively built and maintained through regular two way communication and important information is exchanged, as appropriate, with other settings that children attend. This means that the childminder can plan experiences that enhance and support children's learning at home and other settings and also ensures consistency of care. Scrapbooks and daily diaries help to keep parents informed about what their children have been doing and notices in the hall and lounge contain additional useful information regarding the childminder's policies and procedures. Inclusive practice is effectively promoted and the childminder demonstrates a sound understanding of the benefits of working in partnership with parents and others to try and meet children's individual requirements.

Children are cared for by an experienced childminder who demonstrates a caring and committed approach to her role. She has completed a good range of training to help develop and improve her practice and a wide range of clearly written and shared policies are in place. Actions raised at the last inspection have been appropriately addressed and the improvements made have had a positive impact on children. For example, she has completed comprehensive risk assessments and reviewed procedures for ensuring the ongoing suitability of adults who have contact with the children. The childminder reflects on her practice and actively seeks the views of parents. This means that priorities for improvement have been identified.

The quality and standards of the early years provision

Children are happy, having fun and enjoy a variety of experiences both indoors and outside that help them to make good progress in all areas of learning and development. The childminder is able to effectively support children because she has a good understanding of their individual interests. She regularly observes children in their play and these are added to their individual assessments. However, these records are not fully used to help identify the next steps in their learning. The childminder dedicates her time to talking, listening and encouraging children in their play. She joins in their spontaneous play offering ideas that the children take or leave. For example, suggesting colours and templates to use when children make designs with beads.

Children are acquiring the skills that help to contribute to their future economic well being. For example, they practise counting using play money and are encouraged to problem solve and ask questions. They are gaining an awareness of our wider society because they see posters, books, dolls and jigsaws that reflect diversity and they learn about different festivals through discussion and craft activities. For example, children take part in a range of craft activities when celebrating Diwali, Christmas and Easter. They are provided with lots of opportunities to socialise with other children and adults and this has resulted in their well developed social skills and good manners. They go on plenty of outings,

for example, to local museums, the library, community groups and local parks.

The childminder promotes children's independence and confidence by ensuring that toys and resources are organised so that they can help themselves, allowing them to make choices about their play. She provides an inclusive environment where each child is valued. Their efforts are consistently praised which enhances children's self-esteem and confidence. Children play together happily; they are beginning to learn about sharing and taking turns because the childminder offers gentle encouragement that promotes positive behaviour.

Children gain an awareness of how to keep safe, both in the home and on outings. For example, older children are taught about the dangers of leaving toys with small parts where they might pose a choking risk to younger children. They make sure that these are kept out of reach and play with these either at the dining table or when young children are not present. Children learn about road safety and know that they must stay in the childminder's sight when they are out and about.

Their health is effectively promoted and good hygiene procedures are in place to prevent the spread of infection. Through the childminder's gentle guidance children demonstrate awareness of personal hygiene. They sing a rhyme to help them remember to wash their hands thoroughly. Children enjoy healthy packed lunches and snacks which have been prepared by their parents. The childminder gathers good information about children's dietary needs so that they can eat safely. She ensures that she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course and the first aid box is fully stocked and readily available.

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

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:

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 (Records to be kept) 06/05/2009

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 (Records to be kept) 06/05/2009