

Inspection report for early years provision

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Inspection date	20/01/2010
Inspector	Karen Eunice Millerchip
Type of setting	Childminder

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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.

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Description of the childminding

The childminder has been registered since 2009. She lives with her husband and children, aged 14, nine and two years. The house is close to the city centre of Coventry in the West Midlands. There are shops and schools within easy walking distance. The whole of the ground floor and the first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for four children at any one time. Currently there are four children on roll who attend on a part-time basis, two of whom are in the Early Years age group. The childminder offers care to children aged over five years to eight years and over. This provision is registered on the Early Years Register and the compulsory part of the Childcare Register.

She is a member of the National Childminding Association (NCMA) and is able to take and collect children from the local school and pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the learning and development requirements within the Early Years Foundation Stage is sufficient. As a result, children are making adequate progress towards the early learning goals. Most welfare requirements are being met, and documentation reflects current legislation. The childminder ensures that all children are valued and included, and the information she obtains from their parents helps her to address children's differences. However, planning does not identify how children's individual learning needs are provided for. The childminder is beginning to implement systems to identify her strengths and areas for improvement but they are not yet fully effective. Most risks are identified and minimised, and risk assessments are in place but do not currently cover outings or visits in the community.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing (Safeguarding and promoting children's welfare) 15/02/2010

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

- develop further the use of planning, observations and assessments for each child in order to build on what children can do and identify how to support their next steps in their learning
- develop further the system for evaluating the early years provision in order to

maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Systems are in place to ensure that children are suitably safeguarded. The childminder makes sure that parents are aware of her safeguarding procedure. She recently attended Safeguarding training to reinforce her understanding of the signs and symptoms of abuse and her responsibilities in the event of a concern about a child in her care. Necessary checks for herself and her family have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. She is aware of her responsibilities with regard to supervising the children in her care. The majority of required documentation and records are kept in satisfactory order and the childminder makes sure that resources meet the different developmental needs of the children who attend. She provides a suitably safe, warm and welcoming environment, and some measures are in place to promote children's health. Potential risks have been identified and satisfactorily addressed in practice, and a written risk assessment is in place. However, the childminder has not considered risks associated with outings. This compromises children's safety.

The childminder has started to complete the Ofsted self-evaluation form, and identifies some areas for improvement. For example, securing her understanding with regard to planning and assessing children's learning. She demonstrates a commitment to improving her knowledge and skills by attending training courses, which enhances the quality of the service she provides. Equality is suitably promoted by the childminder. This is because children can access a sufficient range of resources and play opportunities that reflect the community in which they live and the wider world.

The childminder has some understanding of the benefits to children through making links with other providers delivering the Early Years Foundation Stage. She obtains appropriate information from parents that enables her to meet each child's needs. The childminder provides parents with information about her service, her written procedures, training certificates, police clearance information and the play she provides. She shares her observations and assessments records with parents and ensures verbal communication takes place at the start and end of each day. Consequently, children benefit from a consistent approach to their care.

The quality and standards of the early years provision and outcomes for children

The childminder provides a satisfactory balance of child-initiated and adult-led activities. The resources are in good condition and they generally reflect the needs of all children. The childminder is developing her systems of recording children's achievements but does not yet identify how children of differing abilities can be supported. Therefore, children do not progress as readily as they could. Space available for the children to play, both in and outdoors, is sufficient for children

who attend. This is because the childminder ensures all areas of her home used by the children are well-organised and children understand the need to keep the floor space tidy to prevent any tripping or accidents. Children regularly self-select from a suitable range of toys stored at their level. This enables them to become independent and make decisions for themselves.

Children are developing well in their language and communication skills. They are regularly involved in conversation with the childminder throughout their play and daily activities. For example, they discuss books they have read and the pictures they are painting. Numbers and shape are introduced through general play and more structured activities are planned.

The childminder implements her behaviour management policy in practice. The children are happy, settled and confident and their self-esteem is promoted through the positive reinforcement they receive from the childminder. For example, she praises them by telling them how well they have done when they successfully write their numbers and when they create drawings and paintings. Children behave well, and enjoy positive relationships with each other and the childminder. Good manners and kind behaviour are encouraged at all times to help children develop respect for one another and people around them.

Children are learning how to keep themselves safe. For example, they are involved in practising the fire drill and are encouraged to tidy away toys and books after using them. In addition, the childminder reinforces their awareness of keeping themselves safe by reminding them about the importance of road safety when out in the community. Children understand and adopt healthy habits, and appropriate hygiene practices are encouraged during daily routines. They have access to individual hand cloths and liquid soap to prevent cross infection. All children's dietary needs are known, and the childminder provides fresh drinking water and fruit in line with their preferences. Parents provide packed lunches and all food is stored safely until required.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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