

Inspection report for early years provision

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Inspection date	21/07/2010
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 works with other registered childminders and minds from her co-minder's house in Nuneaton, Warwickshire. The co-minder's husband, who is also a registered childminder and two adult children live at the property. The house is within walking distance of the local shops, schools and parks. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family have a dog and two guinea pigs.

The childminder may provide care for four children at any one time, of whom one may be within the early years age group. Whilst working with other co-minders the numbers of children cared for may be increased. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive environment for all children. Flexible planning promotes most areas of learning and children enjoy their time in the setting. Positive relationships are fostered with parents and regular two-way communication ensures that children's individual needs are known and met. The majority of required documentation is in place to keep children safe. Children's safety is suitably protected through the childminder's vigilance but there are gaps in her systems for completing risk assessments. The childminder has started to evaluate her practice to identify areas of strength and areas for improvement.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact and who has parental responsibility for every child (Safeguarding and promoting children's welfare) 16/08/2010

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

- develop further risk assessment to cover anything with which a child may come into contact
- review organisation to enable all children to have regular opportunities to freely choose creative and tactile play opportunities.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable knowledge of child protection and safeguarding children procedures and has recently attended training to update her knowledge and awareness. She is aware of the signs and symptoms of abuse and has a copy of local procedures to refer to in the event of any concern. Effective vetting procedures are in place to ensure that adults living and working in the household are suitable to be in contact with the children.

She is developing her understanding of the Early Years Foundation Stage requirements and demonstrates a commitment towards improving her knowledge of the systems for linking observations to the next stage of learning and planning and through further developing ways for self-evaluation. A set of written policies and procedures have been devised in conjunction with her co-minder, which are effectively implemented in everyday practice. Links have been developed with the local authority Special Educational Needs Co-ordinator and the childminder is looking at ways to develop two way information sharing with other providers of the Early Years Foundation Stage to promote consistency of care for all children.

The childminder has developed positive links with parents and has effective systems in place to obtain and share information with them. For example, children's initial starting points are discussed with parents and she maintains a daily 'link book' to share details of their child's daily routines and activities. Information is also shared about children's changing needs through daily conversations. The childminder takes into account parental preferences as she follows daily routines to promote children's well-being. Each child is allocated a key person and the childminder, in conjunction with her co-minder, take responsibility to ensure all information, such as, medical, dietary requirements and parental preferences are recorded to ensure that their key children's needs are met. Regular observations are made of the children at play and then they are transferred to individual records of achievement. Parents are able to view these records whenever they wish, as they are freely available within the setting.

Children are safeguarded effectively in most areas of the setting. For example, risk assessments are developed and implemented for the premises and for outings and she has taken steps to minimise most hazards. However, some risks remain with specific regard to uncovered electrical sockets, accessibility to the electrical fan and to the gas bottle attached to the barbecue. Resources are of good quality and a dedicated playroom is well equipped with a variety of child-sized furniture, equipment and easily accessible resources that promote most areas of learning. However, play opportunities that promote creativity and exploration of tactile materials are not freely available which could inhibit children's learning in this area.

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

The childminder demonstrates a good knowledge of child development and how children learn through play. She finds out what children enjoy and plans experiences accordingly. She is now using this knowledge to help create 'Learning Journals' for the children in her care. These help to build a picture of children's progress and provide information for parents. The childminder has only recently begun compiling these records and has yet to embed the systems used for planning, observation and assessment.

Young children show by their body language and facial expressions that they are happy and having fun. They laugh and smile and the childminder encourages their communication by getting down to their level and joining in with their play. Children are developing social skills as they play together and on outings to local community groups. They are learning to share and take turns and to play both independently and with others. The childminder provides children with a positive role model and this teaches them to behave appropriately. She is calm in her manner and models good manners and patience. House rules are displayed on the wall and act as a reminder for the older children. Children are gaining a satisfactory knowledge and understanding of diversity through discussion and the everyday experiences that they participate in. They are taught to show respect and consideration for others and have access to some resources that show positive images of the wider community.

Children are developing an awareness of healthy practices because suitable hygiene routines are established. The childminder has a sound understanding of food hygiene and food storage and preparation methods are effective in protecting children from potential health risks. Children's dietary needs and preferences are clearly known because the childminder maintains regular two-way communication with their parents. Meals and snacks are freshly prepared each day and drinks are readily available. Children enjoy easy access to the outdoors and this contributes to their all round health and physical development. The garden can be accessed directly from the playroom and children enjoy a variety of resources to develop physical skills. Younger children benefit from sleeping outdoors in the fresh air.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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