

Inspection report for early years provision

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| Unique reference number | 402322 |
| Inspection date | 08/01/2010 |
| Inspector | Carol Johnson |
| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1996. She lives in Coventry with her husband and two adult children. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor of the childminder's home, together with bathroom facilities on the first floor, is used for childminding purposes. There is a fully enclosed garden available for outdoor play. Access to the front entrance of the childminder's home is via a low step.

The childminder is registered to care for a maximum of six 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 three children in this age group. She also offers care to children aged over five years to 11 years. The family has a dog and a cat.

The childminder is a member of the National Childminding Association and holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is recognised and valued and they are settled and at ease in the childminder's care. They participate in a variety of safe and stimulating activities that help them to learn through play and make suitable progress. The childminder enjoys good relationships with parents and regularly exchanges information with them and others involved in their children's care and learning to ensure continuity and consistency of care for children. Children's health is effectively promoted and documentation that helps to ensure the safe and efficient management of the setting is appropriately maintained. The childminder informally evaluates her practice and has begun to record her observations and assessments of children's progress; however, these systems are not yet effective in improving outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain information from parents regarding who has legal contact with children and parental responsibility for children (Safeguarding and promoting children's welfare). 15/01/2010

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

- develop an up-to-date understanding of safeguarding children issues and

ensure that policies are in line with Local Safeguarding Children Board guidance and procedures

- develop methods for continuous observational assessment to help form an accurate view of where children are in their learning and development and where they need to go next and explore ways of encouraging parents to contribute to these assessments
- extend risk assessment to cover anything with which a child may come into contact and update the record of risk assessment to include any assessments of risks for outings and trips.
- develop a culture of reflection and self-evaluation to identify strengths and priorities for development that will improve the quality for all children.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded. The childminder is able to recognise child abuse and neglect and would not hesitate to report any concerns. However, children are not fully protected as the childminder does not have copies of the Local Safeguarding Board guidance or procedures and her understanding of safeguarding children issues is not up-to-date. The childminder's home is secure and daily safety checks, together with written risk assessments, ensure that a range of hazards are identified and suitably minimised. However, children's safety is potentially compromised because the childminder has not considered the potential risks associated with anything with which a child may come into contact. She carefully considers children's safety on outings and ensures that they are closely supervised and follow road safety rules. However, her record of risk assessment does not include assessments related to all outings. Generally, the childminder has obtained all necessary information from parents but she has not obtained information at the onset of care regarding who has legal contact with and parental responsibility for the children in her care. As a result, children's welfare is not fully promoted.

Children are at ease in the childminder's warm and welcoming home. They have sufficient space to play and rest and enjoy easy access to a variety of safe and developmentally appropriate resources. They experience continuity and consistency of care because the childminder regularly exchanges useful information with their parents and works in partnership with them and others involved in their care and learning to ensure individual needs are known and met. She liaises with staff at other settings delivering the Early Years Foundation Stage, for example, nurseries and schools and this enhances children's welfare and learning. She talks to them about their future plans and asks children that attend these settings about what they have done and enjoyed there. Consequently, she is able to plan experiences for children in her care that complement and support their learning at these settings.

The childminder shows a sound desire and commitment to improving the service that she offers to children and their families. Since her last inspection she has achieved a Level 3 National Vocational Qualification and has started to use the knowledge gained through this to help improve her service. For example, she has

devised a collection of clearly written policies and procedures that provide additional information for parents and help support her inclusive practice. All recommendations raised at her last inspection have been suitably addressed. The childminder informally considers what she does well and what she needs to improve but systems for reflective practice are still in their infancy and do not effectively identify strengths and priorities for improvement or consider the views of others, for example, parents.

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

Children are happy and making steady progress in their learning and development. The childminder demonstrates a sound working knowledge of the Early Years Foundation Stage and how children learn and develop. She plans and implements a variety of activities that engage children and help them to gain the skills that they will need in future life. She actively encourages their independence with regards to personal care routines and through good levels of interaction and open-ended questioning techniques helps to develop their language and communication skills. Children are taught about the need for safety both inside and outside the home and older children are made aware of the potential risks that toys with small parts pose to younger children.

Children are learning and having fun but their overall progress towards the early learning goals is reduced because the childminder is still developing her systems for observation, assessment and planning. She is constantly observing children during play and records some of what she sees. She gathers some information about children's starting points, individual needs and preferences and she regularly exchanges information with parents and others involved in children's care and education. However, this information is not used effectively to identify children's next steps in their learning or to inform the planning of their experiences. Also, parents are not actively invited to contribute to their children's developmental records.

Children's health is promoted well. They follow good hygiene procedures and are provided with healthy and nutritious food. Children have taken part in growing activities and this has taught them about what plants need to grow and flourish. The childminder has cleverly used this learning to help children understand about what their own bodies need to develop. Children walk to and from school and regularly play outside in the childminder's garden. Through playing 'Hopscotch' children's balance and co-ordination skills are being developed and they are learning about numbers and the need to take turns.

The childminder is very caring and children are at ease in her company. Routines and activities are flexibly organised around children's individual needs, interests and moods. Consequently, they are settled and motivated to learn and achieve. Children display good manners and the childminder encourages their good behaviour through adopting positive behaviour management techniques and setting a good example. Children are developing their knowledge and understanding of the wider world through discussion, easy access to resources that

reflect different people and by exploring a range of religious and cultural festivals through creative activities and food tasting.

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

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| 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

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| 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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| 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

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| 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 | 2 |
| 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

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| 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: | Not Met (with actions) |
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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 voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

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| <ul style="list-style-type: none">• provide parents with information about the registration system for the voluntary part of the Childcare Register (Providing information to parents). | 15/01/2010 |
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