

Inspection report for early years provision

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| Unique reference number | EY333422 |
| Inspection date | 19/01/2010 |
| 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 with Ofsted since 2006. She lives in Coventry with her partner and two children aged 10 months and four years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder's partner is also a registered childminder. The whole of the ground floor of the childminder's home, together with the bathroom and box room 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 four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years before and after school. The family has two pet chinchillas and a tortoise.

The childminder is a member of the National Childminding Association.

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. Resources are deployed well and children participate in a variety of stimulating activities that help them to learn through play and make progress. The childminder regularly communicates with parents to ensure continuity and consistency of care for their children and has started to forge links with other providers delivering the Early Years Foundation Stage. The childminder is not up-to-date with regards to her understanding of safeguarding issues and some legal requirements are not met but safety precautions within her home are comprehensive and help to protect children. The childminder has started to evaluate her practice and record her observations and assessments of children, 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 written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 26/01/2010
- obtain a current paediatric first aid certificate (Safeguarding and promoting children's welfare; also applies to both parts of the Childcare Register) 15/03/2010

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

- develop systems to monitor and evaluate the quality of practice to identify the setting's strengths and priorities for development that will help improve the quality of provision for all children
- develop records of learning and development and improve strategies for analysing observations to help plan 'what next' for individuals and groups of children and for involving their parents in observation and assessment.
- develop an up-to-date understanding of safeguarding children issues and ensure that the safeguarding policy is in line with Local Safeguarding Children Board guidance and procedures.

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's understanding of safeguarding children issues is not up-to-date and her written safeguarding procedure is very brief and does not reflect Local Safeguarding Children Board guidelines and procedures. The childminder's home is secure and daily safety checks, together with written risk assessments, ensure that a range of hazards are identified and effectively minimised. She has considered a variety of potential risks within her property and has installed a variety of safety equipment. For example, she has placed safety surfacing under large play equipment in the garden, a fireguard protects children from the dangers associated with the fire and hearth in the lounge and safety catches on low-level cupboards prevent children from accessing hazardous materials in the kitchen.

The childminder shows a sound desire and commitment to improving the service that she offers to children and their families. She has developed a range of written policies and procedures that are inclusive and support her practice and she is constantly evaluating her training needs and desires. However, children's welfare is not fully promoted because the childminder has not obtained parental permission to seek any necessary medical advice or treatment for their children; this was a recommendation at her last inspection. The childminder has developed a form on which to record this information but has neglected to get parents to sign the relevant part. Also, the childminder has not maintained a current paediatric first aid certificate. Her current certificate expired in September 2009 and despite the childminder's efforts to renew this training she has been unsuccessful; this is because local courses have been oversubscribed. However, she is booked on a course due to start in March 2010. The childminder has started to use the Ofsted self-evaluation form but systems for reflective practice are still very much in their infancy and do not effectively identify strengths and priorities for improvement or consider the views of others, for example, parents and children.

Children are cared for in a very clean, attractive and welcoming family home. Space is organised well and children have easy access to a variety of good quality

and stimulating resources. As a result, children feel safe and secure and they are motivated to learn and explore their environment. The childminder uses local toy loan schemes and the library to help supplement her resources and this enhances children's play and experiences. The childminder understands about the importance of partnership working and has begun to forge relationships with staff at the local school children attend. They exchange general information about children's welfare and the childminder asks children about the things they have done and enjoyed so that she can extend and support their learning whilst in her care. Friendly relationships exist with parents and the childminder regularly exchanges useful information with them to ensure consistency of care for their children. Notices displayed in the hallway and kitchen of the childminder's home provide parents with additional information and she sends out questionnaires, on a regular basis, to encourage them to share their views.

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. However, 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 ensures that planned experiences are inclusive, developmentally appropriate and reflect children's interests. However, the information she gathers is not effectively used to identify children's next steps in their learning or to inform the planning of their future experiences. Also, parents are not actively invited to contribute to their children's developmental records. As a result, children may not be sufficiently challenged or supported to reach their full potential.

The childminder informally 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 the choices they make about their play and learning. She is very caring and children are at ease in her company. They happily talk to her about school and home life and she listens to what they have to say and shows interest. Consequently, their communication skills and self-esteem are increased. Children display good manners and show care and concern for others. Older children help support the younger ones and all children understand the need to share and take turns in their play. 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.

Children's health is suitably promoted. They follow good hygiene procedures and are provided with healthy and nutritious food. They enjoy plenty of physical exercise and regularly play outdoors. Swings and a small slide in the childminder's garden help to increase children's self-confidence and physical skills. They visit

local parks where there is a wider range of large play equipment and plenty of space for children to run around and expend energy. Everyday experiences are used to increase children's learning, for example, children are encouraged to notice and identify numbers, colours, shapes and letters that they see whilst out and about and road safety is routinely reinforced and practised on outings. The childminder thoughtfully uses cookery activities to increase children's skills and knowledge. For example, they learn about weight and capacity as they help to measure out ingredients and use their muscles as they stir the mixture and roll and knead dough. The childminder talks to children about numbers and shapes and encourages them to think about and describe the different textures. They know that they must stay away from the oven whilst it is being used and they carefully listen to instructions given by the childminder.

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 | 2 |
| 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 | 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:

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 (Welfare of the children being cared for) 15/03/2010

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 (Welfare of the children being cared for) 15/03/2010
- make information available to parents about the registration system for the voluntary part of the Childcare Register (Providing information to parents). 26/01/2010