

Inspection report for early years provision

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Inspection date	10/06/2010
Inspector	Tracey Marie Boland
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 was registered in 2008. She lives with her husband and five children aged seven, nine, 10, 14 and 17 in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to local shops and they walk to and from school.

There are no children currently on roll in the early years. The childminder is registered to care for maximum of three children under eight and is registered on the Early Years Register and on both the compulsory part of the Childcare Register. There is currently one child on roll, which is not in the early years age range.

There is direct access to the setting and the bathroom is on the first floor. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a adequate understanding of the welfare requirements of the Early Years Foundation Stage and has developed some appropriate practices to maintain children's safety on the whole. She is still developing her knowledge of the learning and development requirements and planning for children's learning is still in it's infancy. Children make satisfactory progress through the play provision offered. The childminder seeks parents' views within the daily diaries she provides and liaises with them to ensure their child's individual needs are met.

Documentation is in place, although, processes for self-evaluation are still to be developed. Safety has been addressed in most areas. The childminder welcomes all children, although, resources that reflect the wider world are limited .

What steps need to be taken to improve provision further?

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

- develop systems for planning to ensure that children access enjoyable experiences to help them reach their full potential
- ensure that the washing line in the garden does not pose a risk to children
- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- provide appropriate resources to enable children to learn positive attitudes and behaviour towards people who are different to themselves.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected on the whole as the childminder maintains an environment where most safety issues have been addressed, however, the washing line in the garden hangs very low which poses a risk to children. She demonstrates an understanding of risk assessment in order to reduce the likelihood of accidents, and has completed written records of risk assessments for the premises. Resources, such as stair gates and cupboard locks are in place to improve safety further. Checks have been completed on members of the household over 16 and children are not left with none vetted adults. The childminder demonstrates a satisfactory understanding of local safeguarding children procedures and understands the need to share her concerns with the relevant agencies. A written child protection procedure is in place and shared with parents which outlines her responsibility to protect children from harm.

The childminders home is organised to meet children's needs and opportunities are provided for children to play in the home. A variety of toys and activities are provided for young children which are stored in boxes and are easily accessible. There is free space for them to play, relax and eat in comfortable surroundings. The garden is enclosed and there are a few resources suitable for promoting children's physical skills. The childminder continues to develop her understanding of the six areas of learning and demonstrates how she has observed and assessed children's development, using photographs as examples of their progress to share with parents. Some planning has been completed, although, this is not sufficient to truly enable the childminder to plan effectively for each individual child.

The childminder describes secure settling in procedures where she spends time getting to know the children and their parents. Records are completed in order to enable the childminder to begin to meet individual needs. The childminder has obtained a range of policies and procedures to guide her practice; these are shared with the parents, keeping them suitably informed. The childminder describes how she talks to parents about children's progress and their individual files are available at all times. The childminder is aware to establish links with other settings the children attend should the situation arise. She is at an early stage of reviewing her service and has yet to evaluate and highlight strengths and areas for improvement that would benefit the children further. Positively she demonstrates a commitment to making improvements through seeking and acting upon advice from local professionals and through attending training relating to early years.

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

The childminder ensures that children are welcomed into her home. Selections of toys are accessible promoting children's independence and they are encouraged to choose for themselves. The childminder presents a suitable understanding of strategies for managing behaviour in a way that promotes children's positive self-

esteem. The childminder describes and shows through photographs how children are involved in activities that encourages early mark-making skills as they draw and colour pictures, using single handed tools to develop their hand control, such as crayons and pencils. The childminder evidences that she supports children's personal and social development and encourages children to be kind and thoughtful towards each other. She describes how she enjoys sharing books with the children and provides a variety of books for different ages.

The childminder shows a good level of understanding of the importance of promoting children's health, and encourages them to access the garden, therefore, having fresh air and exercise. Children are encouraged to follow suitable hygiene procedures and wash their hands at appropriate times during the day. Children's dietary requirements are accommodated as the childminder caters for individual needs or serves packed lunches provided by parents. Drinks are provided throughout the day. As well as encouraging their physical skills the childminder shares how she encourages children's understanding of safety both in the home and when out, for example, talking about road safety when out in the community.

The childminder shares how she encourages all children to take part in activities which stimulates their imagination and encourages their understanding of diversity and the wider world. However, resources that enable her to do this effectively are minimal, which limits their opportunity to explore similarities and differences. Some activities are provided to help children to learn mathematical concepts such as building a train track, building with blocks and counting when reading books together.

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