

Inspection report for early years provision

Unique reference number	201340
Inspection date	03/02/2009
Inspector	Hayley Lapworth
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 1991. She lives with her husband who is also her co-childminder and two grown up children in Bedworth, Warwickshire. The childminder has overall responsibility for childminding practice. Her co-childminder works in a supportive role. The downstairs of the home is used for childminding, along with the bathroom upstairs. There is a fully enclosed garden for outside play. The premises are accessible and there are stairs leading to the first floor.

The childminder is registered to care for a maximum of six children at any one time when working alone and eleven when working alongside her co-childminder. There are currently twelve children on roll. Four of whom are within the early years age range and who attend on a part-time basis. She is registered under the Early Years Register and the compulsory parts of the Childcare Register. The family have a pet cat and fish.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a happy, welcoming environment, in which children's welfare and learning is sufficiently promoted. As a result children make satisfactory progress in their learning. She is beginning to implement systems for observing the children and planning activities to support their learning, both of which require some further development. Generally effective links are made with parents help to build positive relationships and ensure that the needs of all children are met. The childminder suitably promotes inclusion and has some understanding of the settings strengths and weaknesses in order to improve practise. Some required documentation is in place and risk assessments are being developed.

What steps need to be taken to improve provision further?

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

- make sure that children are encouraged to wash their hands at all times prior to eating
- obtain information from parents in relation to their children's stage of development, develop systems to identify childrens next steps in thier learning and provide more opportunities to support the development of children's knowledge and understanding of the world we live in
- develop systems of self-evaluation and make sure that risk assessments include outings.

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

- obtain information about any legal restrictions and who has parental responsibility for the children (Safeguarding and welfare).

13/02/2009

The leadership and management of the early years provision

The childminder has some understanding of the need to reflect on her service, in order to identify areas and make future improvements. She involves her co-childminder sufficiently well as they discuss the setting's strengths and weaknesses and consider future improvements. However, this process is in the very early stages and not yet fully effective.

The childminder has devised some detailed records, policies and procedures to promote the safe and efficient management of the provision. She holds the overall responsibility for maintaining the records in relation to the children attending and the running of the service. Most required documentation is in place and is appropriately maintained; however, risk assessments are not fully effective as trips to places such as the garden centre have been omitted. Also information relating to legal restrictions and parental responsibility has not been obtained. Both of which may impact upon the children's safety.

The childminder works generally closely and co-operatively with parents. She makes time at the start and end of the day to share information about their child's day and general well-being. As a result, this provides them with consistency of care. At the onset of placement she finds out about their likes, dislikes and general routines. However, she does not obtain sufficient information in relation to their capabilities in order to plan for their learning. Consequently their learning may be restricted in the early days.

The childminder is aware of the signs and symptoms of child abuse and clearly understands her responsibilities in safeguarding children, including what to do if an allegation is made directly about her or a member of her family. All adult members of the household have completed appropriate vetting procedures which enhances the welfare of the children.

The quality and standards of the early years provision

The childminder has a satisfactory knowledge and understanding of how children learn and develop. As a result, children are making suitable progress in their learning. However, the information from observations is not used effectively to clearly identify their future learning within planned activities to ensure children achieve as much as they can. Systems of planning and assessment are being developed and are lead by some of the children's interests. Activities provided offer some variety and cater for the different ages of children. For example, older children access role play equipment such as dolls, prams and hairdressing equipment whilst younger children access trains on a track.

She has a positive attitude towards treating the children as individuals and sufficiently promotes inclusion. She is aware of all the children's individual needs and interests because she spends time with them on a regular basis and

sometimes joins in with their play. She also regularly speaks with their parents about their ever changing care needs.

Children are beginning to learn about their own safety as they are regularly involved in practicing the procedure for evacuating the premises in an emergency. Children's health and hygiene needs are adequately being met most of the time. However, they are not always encouraged to wash their hands prior to eating snacks. This potentially impacts upon their health. The childminder has an appropriate knowledge of nutrition and encourages children to eat a varied diet.

Children are sufficiently learning about the world around them in some areas as they regularly access trips to the garden centre and go on walks in the local area. A few resources are provided to enhance the children's knowledge and understanding of the differences in people in our society. For example, they access colouring sheets showing disabled people in wheelchairs. However, the variety of planned activities to enhance children's understanding of culture and religion is limited and needs to be developed further in order to be effective.

The childminder promotes children's language and literacy skills well. This is achieved through inviting them to sit on her knee to listen to a story. She engages them in conversation about what she has read and introduces some effective questioning techniques. For example, she asks 'if they think the mummy penguin in the story will be angry' and she explains the reason behind why the young penguin in the story cries and becomes sad. As a result, children are learning about different emotions and becoming confident in communicating with adults.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.