

Inspection report for early years provision

Unique reference number	504836
Inspection date	07/01/2009
Inspector	Carol Johnson
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).

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 has been registered since 1997. She lives in Coventry with her husband and four children aged three, eight, 12 and 14 years. There are shops, schools and parks within easy walking distance. The kitchen, conservatory, rear lounge and conservatory on the ground floor is used for childminding. The childminder's home is accessed via a low front door step and children have access to a downstairs toilet. There is a secure garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time.

There are currently four children on roll, two of whom are within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She offers before and after school care for children attending a local school.

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

Overall effectiveness of the early years provision

The childminder provides a welcoming and stimulating environment for children. Children enjoy a broad range of activities and challenging experiences, which effectively meets their needs and helps them to make good progress. The childminder recognises the uniqueness of each child and makes sure she promotes inclusive practice for all. Regular communication with parents ensures consistency of care but methods for encouraging them to formally share what they know about their children are limited. Children are safe and secure and effectively protected through, generally, thorough procedures and everyday practices. The childminder demonstrates a very positive attitude to improvement and has begun to evaluate her practice to ensure continual improvement for children and their families.

What steps need to be taken to improve provision further?

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

- review the procedures for conducting risk assessments
- develop methods that encourage parents to share what they know about their child and to contribute to progress records.

The leadership and management of the early years provision

The management of the provision is good. Documentation is well maintained and space and resources are organised appropriately. The childminder keeps a written record of risk assessments and visually checks her home and equipment on a daily basis. She thoughtfully assesses and reviews safety before taking children on any

outings and ensures that first aid supplies and emergency contact details are easily accessible. However, these assessments are not formally recorded and as a result some potential risks may not be fully considered.

The childminder regularly evaluates her own practice and is aware of some of her own strengths and weaknesses. She has completed the Ofsted self-evaluation form and identified her priorities for improvement. The childminder show a strong commitment to improvement and has attended a wealth of training to improve her knowledge and everyday practice. At her last inspection, she was asked to develop her knowledge and understanding of food hygiene and she has since attended three training courses in this respect. She demonstrates a good understanding of child protection issues and ensures that children are not left unsupervised with persons that have not been appropriately vetted.

The childminder has developed a strong working relationship with the parents of minded children. They are provided with a wealth of information at the beginning of any minding arrangement and a portfolio is shared that contains a wealth of information about the childminder and the service provided. Regular two-way communication ensures that parents are kept informed about their children's routines and progress.

The quality and standards of the early years provision

Children are motivated and making good progress in all areas of learning. This is because the childminder offers them a range of experiences that suit their individual needs and excite and interest them. For example, children learn to count as they handle money on shopping trips and the childminder encourages them to try and identify letters and numbers both on the journey and when in the shops, for example, on buses, road signs and on leaflets and posters in the shops. These experiences are then reinforced back at the childminder's home, for example, through role play using a till, pretend money and play food. Children have access to a variety of good quality resources that are stimulating and meet their needs. Toys are stored in various places throughout the childminder's home and are rotated to maintain children's interest and extend their learning. Children are able to make independent choices from the selection available and are learning to share and take turns in their play.

Children's social skills are developing because they have lots of opportunities to mix with other children and adults. The childminder regularly meets up with other childminders and takes children to local community groups. Some children that attend also go to other settings, for example, nursery and school and the childminder regularly liaises with the staff at these settings to find out what children have been doing in order to extend and support learning at her home. Children demonstrate a sound awareness of the childminder's expectations with regards to their behaviour and display good manners. They are developing positive attitudes towards others through everyday discussions and experiences and all children enjoy equal access to a wide range of resources that reflect diversity.

Children are at ease with the childminder and happy to go to her for comfort and

reassurance. They enjoy familiar but flexible routines that offer consistency and security. Children are confident and keen to initiate conversations. Their vocabulary is expanding rapidly and this is supported by the childminder who encourages conversation and extends the use of language through everyday situations, for example, mealtimes and hand washing. Children with English as an additional language are extremely well supported. The childminder thoughtfully works with parents to promote their home culture and develop their children's knowledge of the English language.

The childminder regularly observes and assesses children, and the information gathered is carefully used to plan their next steps in learning. The childminder has built up a collection of photographs, observations and examples of children's work to share with parents and illustrate progress. However, parents are not encouraged to contribute what they know about their children to these records and this means that children's achievements and individual learning and development needs may not be fully recognised.

Children's welfare is effectively promoted. The childminder affords a high priority to health and makes sure that children follow thorough hygiene procedures. She talks to them about health issues and through everyday activities reinforces the benefits of healthy eating and plenty of fresh air and exercise. Children go on a variety of outings, including those to parks and leisure centres and these experiences are thoughtfully used to help teach children to protect their own safety. For example, on the walk to school they learn to use pedestrian crossings and to walk sensibly when crossing the road. The childminder ensures that children understand what to do in the event of a fire by teaching fire safety in a child-friendly and developmentally appropriate manner.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.