

Inspection report for early years provision

Unique reference number	510393
Inspection date	25/02/2009
Inspector	Jan Burnet
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 1993. She lives with her husband, adult daughter and children aged 14 years and eight years. They live in a residential area to the south-east of Coventry city centre. Children play in two ground floor rooms and use a ground floor bathroom. There is a fully enclosed garden available for outside play. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children, of whom three may be in the early years age group. Her husband is her registered assistant. There are currently five children on roll and three are in the early years group. The childminder walks to two local schools to take and collect children. She attends parent and toddler groups.

The childminder is a member of the National Childminding Association (NCMA). She holds an early years qualification.

Overall effectiveness of the early years provision

Overall the provision for children in the Early Years Foundation Stage (EYFS) is good. The childminder promotes children's welfare and care needs successfully and meets their individual developmental needs well. She ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and her commitment to continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- develop systems for using observations and assessment, and information from parents, to plan next steps in learning for individual children
- make sure that the risk assessment record includes anything with which a child comes into contact.

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment that is safe and secure. She ensures that all resources are appropriate to children's individual ages and stages of development. She is aware of the benefits of self-evaluation and identifies greater use of planning for individual learning as an area that she is developing. The childminder demonstrates a strong commitment to improvement. Since the last inspection she has increased the frequency for practising the fire drill, created a separate outdoor play area for very young children and reviewed written policies and procedures. She holds a level 3 early years qualification and in

order to improve her knowledge and skills attended first aid and food hygiene training in 2008 and a course on portfolio building. Safeguarding children training and first aid training for her assistant are booked for 2009. At the time of the last inspection one recommendation was made, to ensure that emergency evacuation procedures are practised, and this has been addressed well.

Information requested from parents that links to the care of each child is thorough and the childminder makes sure that individual needs are met effectively. Written information provided for parents is good. Initially they are shown a portfolio containing thorough information on policies and procedures, Criminal Records Bureau checks, insurance information and the evacuation procedure.

The childminder asks parents to settle their child in gradually to ensure that the child feels emotionally secure. Children's achievements are shared with parents and the childminder obtains some information from them on what their child knows and can do. The childminder provides feedback sheets for parents. She requests their views on methods of communication, routines and activities, food, their child's development, behaviour management and any additional comments including likes and dislikes. The childminder is fully aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

Children's welfare is addressed well as required measures are in place to ensure their health and safety. The childminder is fully aware of her responsibilities with regard to supervision. She assesses safety each day and a written risk assessment identifies how potential hazards have been identified and addressed. However, the record does not identify all measures in place to ensure children's safety, for example the rules for use of a trampoline. The childminder is aware of her responsibility with regard to protecting children from harm and a safeguarding procedure has been drawn up for parents. All required records are kept up-to-date and in good order.

The quality and standards of the early years provision

Children are making good progress and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. Children's achievements are being recorded, but systems are not fully developed for using assessment and information from parents to inform planning for next steps in learning for individual children.

Personal, social and emotional development is very strong. Children are happy and confident. Opportunities for them to choose and select resources are very good as storage is extremely well organised in the designated playroom. Children's independence is also promoted effectively because they are able to address their own personal hygiene needs as they have easy access to the ground floor bathroom. They voice their wants and needs confidently. Children play cooperatively and they are learning to share and take turns. They develop social skills at parent and toddler groups and develop physical skills at groups and at home as they have access to a wide range of age-appropriate climbing and riding

equipment. They dance and their creativity is promoted as they move imaginatively to music, play with a range of role play resources and enjoy art and craft activities. Children develop good manipulative skills as they play with a very good variety of resources that are appropriate for different ages and stages of development, for example, jigsaw puzzles, construction, threading, posting boxes and toys for stacking and sorting.

Children make marks with pencils, crayons, pens, chalks and paint. They choose and name different colours. Younger children make small marks as they pretend to write and pencil control is practised as they colour-in. Older children are beginning to write their own names. Children enjoy looking at books and listening to stories. They speak confidently and sing songs and rhymes. The development of their senses is promoted effectively as they play sound lotto and explore different textures. They mix paints to create different colours. Children explore and investigate. They talk about the snowman that they made and why it melted and they acknowledge change as they mix ingredients when baking. Children count continually and older children are able to count 'one on one' and recognise numerals to five.

The childminder takes positive steps to safeguard children and promote their welfare because she has a clear understanding of child protection procedures. Children play in a safe and welcoming environment and they are learning how to keep themselves safe. For example, why they must hold on to the pushchair when out walking, looking and listening before and whilst crossing the road and the reason why the fire drill is practised. They are active and understand the benefits of physical activity. Children are provided with three healthy meals and snacks daily. Lunch is a light meal and a substantial tea includes a good range of protein foods, carbohydrates and fresh vegetables. They understand and adopt healthy habits such as good hygiene practices.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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

The provider confirms that the requirements of the voluntary 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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.