

Inspection report for early years provision

Unique reference number	510468
Inspection date	22/01/2009
Inspector	Paula Hunt
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 registered in 1996. She lives with her husband, two adult children and two children aged fifteen and nine years in the Allesley area in the city of Coventry. Access to the property is via a driveway with toilet facilities on both levels of the house. There are shops, parks and pre-schools within easy walking distance. The whole of the ground floor area is used for childminding. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll, five of whom are within the early years age group. The childminder uses her car to take and collect children to local schools. She attends the local parent/toddler group and has achieved the 'Quality First' quality assurance award.

Overall effectiveness of the early years provision

The childminder is well organised and has a good knowledge of individual children, which ensures their welfare needs are effectively supported. Partnerships with parents and other providers are used to promote good quality care and education and children's welfare is promoted well. Children's safety is a priority and they enjoy a wide and varied range of well planned play and learning activities, including outdoor play. The childminder has a clear and effective awareness of inclusive practice and uses her skills and training successfully to ensure all children have enjoyable experiences and make good progress. She supports continuous improvement and is a motivated and experienced provider of good quality care for children.

What steps need to be taken to improve provision further?

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

- further develop risk assessments to include details of individual outings
- ensure children are provided with individual bedding when resting or sleeping to avoid cross infection.

The leadership and management of the early years provision

The childminder's organisation of all aspects of her provision is good. She is a very committed and enthusiastic childcare practitioner who continually strives to improve the service she provides. She promotes inclusive practice and ensures the care needs and interests of individual children are effectively supported and encouraged. The childminder has attended lots of training such as 'Safeguarding Children' and 'Implementing the Early years Foundation Stage' (EYFS) to further improve her knowledge and develop her childcare practices. There are clear

systems in place to assess and evaluate her practice and she is proactive in seeking the views of children and parents to enable her to improve her childminding service. This helps her to monitor the service she provides and helps her to identify key strengths and areas for development. Improvements since the last inspection are having a positive impact on the children's learning. Systems have been introduced to observe and assess children's progress, which helps the childminder to plan the next steps for their individual learning.

Good, clear documentation and records are available for the safe and efficient management of the provision. For example, records are readily available for inspection, up-to-date and organised confidentially. The areas used by minded children are well maintained and the childminder conducts daily risk assessments. Positive steps have been taken to minimize identified hazards, such as, a gate across the stairs and drawers and cupboards containing hazardous items have safety locks fitted. However, the written risk assessments do not include outings regularly undertaken to fully safeguard children's welfare. The childminder ensures that she is up-to-date with current local safeguarding procedures so that she can ensure that any concerns about the children in her care can be addressed promptly and adults living on the premises have all been vetted. Partnerships with parents are very well established and the two-way flow of information ensures that children's individual needs are met well. The childminder ensures that information obtained from parents, such as aspects of children's care, learning and development at home, form the basis of children's learning at the setting. Children benefit as the childminder has begun to establish links with other providers of the EYFS to ensure continuity of children's learning and progression towards the early learning goals.

The quality and standards of the early years provision

Children are relaxed, confident and happy within the childminder's home. They share a very warm relationship with the childminder; they sit on her knee for a cuddle and hug when they are having their bottle or sleepy. Children make good progress because they enthusiastically play with the wide range of stimulating resources which are readily available to them, building on their interests and natural curiosity as learners. The childminder observes the children when they start at the setting to find out about what they know, what they can do and what they enjoy and this forms part of an ongoing assessment of children's achievements. Observations are clearly linked to the principles of the EYFS and show children's progress towards the early learning goals. These show what children can do and include plans to promote the next steps in their individual learning journey.

Children enjoy mark-making with drawing materials accessible to them at all times. They have regular opportunities to be involved in both messy and creative play, such as cooking and art and craft activities. They use their imaginations well, acting out real experiences, as they play with dolls, medical sets and talk on toy mobile phones. Children develop their hand and eye co-ordination as they explore electronic toys that require them to press buttons and match puzzle pieces together. The childminder interacts positively with the children, asking questions

and engaging them in conversation to support and promote their language and communication skills. Toddlers are naturally inquisitive and show an interest in the sensory toys and activities. They are supported well by the childminder, who listens to and responds to their babbling and gestures with smiles and praise. Children enjoy looking at books and visits to the library for story time, which further promotes their interest. Their days include regular outings where they meet other people, use an extended range of equipment and resources and explore their local environment. For example, weekly visits to toddler groups and regular contact with other childminders give children opportunities to mix with different children, develop trust with other familiar adults and to develop a positive awareness of people's differences. Outings to local parks or nature walks provide meaningful ways of learning about changes in nature and encourage curiosity about features of their local environment. Participation in these activities increases their potential to achieve economic well-being in the future.

Children are learning about healthy lifestyles which includes, for example, regular visits to a wacky warehouse soft play centre where they enjoy energetic play. The childminder is committed to ensuring that children have access to fresh air or exercise daily. They walk to and from shops, the library and make regular visits to the park. Children are well nourished because the childminder provides a healthy light lunch with fresh or dried fruit, toast and occasional biscuits for snacks. To prevent children from being thirsty they have access to drinks of water and milk and for older children squash is offered. The environment is warm and clean and the childminder actively promotes good hygiene practices to support children's health. For example, encouraging washing hands before meals and using paper towels to reduce the risk of cross-infection. However, individual bedding is not provided for sleeping children. The childminder implements age appropriate behaviour management techniques to help children to learn right from wrong. Regular praise and encouragement promotes children's self-esteem, resulting in children who are confident and secure at the childminder's home.

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.