

Inspection report for early years provision

Unique reference number	EY219887
Inspection date	14/01/2009
Inspector	Hazel Christine White
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 was registered in 2002. She lives with her husband and three children aged two, nine and 11 years old, in a residential area of Coventry in the West Midlands. There are steps leading to the front of the property. The whole of the ground floor and the upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings and attend a local carer and toddler group. The family has two dogs and a corn snake.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four part-time children on roll, all of whom are within the Early Years Foundation Stage (EYFS). There are procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The childminder is a member of the National Childminding Association and has a Level 3 early years qualification.

Overall effectiveness of the early years provision

Children are cared for in a friendly, well-organised and secure environment. The childminder has a good knowledge of their individual needs and positive links are well established with parents, carers and other settings to support children's learning. The childminder's practice is fully inclusive where all children are valued and treated with equal concern. The childminder demonstrates a sound commitment to maintain ongoing improvement and is in the early stages of developing systems for self-evaluation. All required documentation is in place and well maintained, although minor amendments are required to ensure that the Early Years Foundation Stage welfare requirements are fully met.

What steps need to be taken to improve provision further?

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

- develop further strategies to look at the setting's strengths and weaknesses in order to maintain continuous improvement.

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

- request written permission from parents for seeking emergency medical advice or treatment.
(Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

15/01/2009

The leadership and management of the early years provision

The childminder has a good range of policies and procedures in place to safeguard children. She has attended training in child protection and this knowledge is underpinned by a policy which is shared with parents. Clear referral procedures and a secure understanding of her role in safeguarding children means that they are kept safe from harm. All documentation is well organised and most is regularly updated in order to promote the welfare of children.

Relationships with parents are effectively built and maintained through regular two-way communication and important information is exchanged, as appropriate, with other settings that children attend. This means that the childminder can plan experiences that enhance and support children's learning at home and ensure consistency of care. Daily diaries and progress folders help to keep parents informed about what their children have been doing and identifies their next steps in their learning.

Children are cared for by an experienced, well-qualified childminder who demonstrates a caring approach to her role. She has completed a good range of training to help develop and improve her childcare knowledge and skills. Self-evaluation systems are being considered and she is beginning to reflect on her practice, therefore, demonstrating a commitment to continual improvement to develop her provision further.

The quality and standards of the early years provision

Children are happy and having fun. The childminder provides an inclusive environment where each child is valued. She has a good practical awareness of how to include and appropriately care for children with additional needs. All children enjoy a broad variety of experiences both indoors and outside and are making good progress in all areas of learning. The childminder joins in with their spontaneous play, talking, listening and encouraging their independence and raising their self-esteem. She knows the children well and is aware of their needs, interests and individual preferences. Children are observed on a regular basis and this information is used to judge where they are at and what their next steps will be. Planning covers all areas of learning and ensures that children are encouraged to reach their full potential.

Children make up their own games and show great imagination. For example, they make cars out of cardboard boxes, design the wheels, choose the colour scheme and sit in them as they pretend to drive. They can be heard chuckling at the prospect of being found when playing hide and seek. Creative and messy play activities are plentiful. Children experiment with water and sand and model and mould with play dough, which they help to make. They visit local parks to get fresh air and use climbing equipment and wheeled toys to develop their balance and co-ordination.

Children are learning to protect their own safety as they practise and regularly

discuss road safety. They have easy access to a wide variety of safe and developmentally-appropriate resources, and older children are taught about the dangers of leaving small toys around when younger children are present because they could put them in their mouths. Children are aware of behaviour boundaries and the childminder explains the reasons behind these, whilst being firm but fair. Children behave well and learn to show care and concern for others. They are provided with good opportunities to socialise with other children and adults and this has resulted in their well-developed social skills and good manners.

Children are learning about the benefits of a healthy lifestyle through everyday discussion and practices. They understand why hand-washing routines are important, because they help to prevent the spread of infection. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course. However, written permission from parents for seeking emergency medical advice or treatment has been over-looked, which could compromise children's safety in the event of a serious accident.

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.	3

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?	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?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 15/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 15/01/2009

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.