

Inspection report for early years provision

Unique reference number	402329
Inspection date	19/01/2012
Inspector	Jan Burnet

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1982. She lives with her husband in Coventry. The whole of the ground floor and a first floor bathroom are used for child minding. There is direct access to a safely enclosed garden used for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom three may be in the early years age range. The childminder is currently caring for two children in the early years age group. She is able to walk with children to and from a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage is sound. Children make good progress and the childminder ensures all children are valued and included. Information obtained from parents helps her to identify and address children's differences. Information provided for parents includes a range of policies and procedures, however, a legal requirement is not met with regard to a complaints procedure. Health and safety is addressed well, although records do not fully support practice. The childminder assesses her strengths and areas for improvement satisfactorily. Her commitment to continue to monitor and extend her practice within her childminding provision supports the development of children's care and learning appropriately.

What steps need to be taken to improve provision further?

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

- devise and inform parents of a procedure for complaints (Safeguarding and promoting children's welfare). 10/02/2012

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

- make sure the risk assessment record includes the practice for ensuring that the bird bath in the garden is not hazardous to children.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe, warm and welcoming environment. Potential hazards in the home, garden and on outings have been identified and addressed

well and most are included in a risk assessment record. The childminder explains that a bird bath in the garden is checked and water emptied out of it every time that the garden is used, but this is not identified in the record. The childminder is aware of her responsibilities with regard to supervising children in her care. Necessary checks for herself and her family have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. The childminder provides a safeguarding policy for parents. She is aware of her responsibility with regard to protecting children from abuse and parents are also made aware of the Coventry Safeguarding Children Board procedures.

The childminder is aware of the benefits of self-evaluation and she has completed a paper copy of the Ofsted self-evaluation form. Her priorities for improvement are to attend safeguarding training, which is booked for March 2012, review paperwork, and re-organise storage of resources to increase free floor space. The childminder explains that she improves her skills and knowledge through attending a local childminding group. External evaluation is welcomed. At the time of the last inspection two actions were raised and both have been addressed. These were to notify Ofsted of any changes to people aged over 16 years living on the premises and to display the registration certificate. The childminder has also addressed a recommendation to use observations more consistently to plan for individual children and match the observations to the expectations of the early learning goals. She was asked to develop evaluation systems to ensure that the quality of children's learning, development and care continue to improve. Systems are now sound. A recommendation to develop systems to share information about children's individual learning and development when children attend more than one setting to ensure continuity does not currently apply. However, the childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

The childminder makes sure that children are able to access a range of resources that are appropriate to their individual ages and stage of development. These are maintained in a good state of repair. All required documentation is kept. Admission information obtained from parents is thorough and parents respond positively when asked to complete a questionnaire that asks them for their views on communication, routines and activities, any concerns about their child's development and behaviour management methods. However, information provided for parents does not fully meet legal requirements. The childminder has not devised a complaints procedure to share with parents and so the partnership with parents is not maximised. In discussion the childminder explains how she will ensure that the needs of children with special educational needs and/or disabilities, and those with English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. The childminder encourages children to gain an understanding of difference, for example she provides resources that reflect positive images.

The quality and standards of the early years provision and outcomes for children

Children make 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 and the childminder is aware of each child's stage of development. She uses this knowledge, information from parents and children's different interests to plan for the next steps in their learning. Children are settled and happy, and their personal, social and emotional development is strong. Their independence is promoted effectively. They develop good social skills as they play cooperatively with others and share and take turns at a local group organised in a community centre by the childminder and several other childminders.

Children enjoy easy access to a range of role-play resources and they enjoy a variety of art and craft activities. They develop good manipulative skills as they play with different resources that are appropriate for different ages and stages of development. For example, they draw large enclosed shapes and the childminder supports them in cutting out the shapes with scissors. She then helps them to make holes with a hole-punch, and children thread a cord through the holes that they have made. Children explore the texture of glue, paint on sponges, and cooked and uncooked noodles and pasta. They mould and make marks in dough and make foot prints on large pieces of paper with paint on their boots. Books that are suitable for different stages of development are always available. Young children enjoy looking at books that promote their senses. Older children choose favourite books for the childminder to read, and tell a story as they look at pictures and turn the pages in their chosen books.

The childminder counts with children as she supports their play. Young children are encouraged to count, initially to three, as they build with bricks and play with inset jigsaw puzzles. Flash cards are used effectively. For example, a card shows three saucers and five cups. Children are supported in counting to five and identify that there are more cups than saucers, and how many more. Children talk about bigger and smaller and young children practise hand/eye coordination and learn to match shapes and colours as they play with shape sorters.

Children learn how to keep themselves safe. For example, road safety is practised in role play, they know why the fire guard is needed and why the fire drill is practised. The childminder has developed systems to ensure children's good health. They learn good hygiene practices and healthily eating. Children are active and develop confidence and skills as they use physical play equipment at the park, at the childminders group and at the childminder's home. They enjoy moving to music and joining in with the actions to different songs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints). (also applies to the voluntary part of the Childcare Register) 10/02/2012

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 for the compulsory part of the Childcare Register (Procedures for dealing with complaints). 10/02/2012