

## Inspection report for early years provision

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<b>Unique reference number</b>	EY299735
<b>Inspection date</b>	16/10/2008
<b>Inspector</b>	Karen Eunice Millerchip
<b>Type of setting</b>	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 2004. She lives with her husband and two school age children. They live in a house on the South side of Coventry, the whole of the ground floor and two first floor bedrooms are used for minding. There is a secure rear garden suitable for outdoor play. Shops, schools and local community resources are within walking distance.

The childminder may care for six children under eight years; currently she cares for two children in the Early Years group on a full and part-time basis. Children can be taken to and collected from the local school and pre-school group.

The childminder is a member of the National Childminding Association and regularly visits local community groups. The provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

The childminder provides well for children in the Early Years Foundation Stage (EYFS). She promotes children's welfare and learning needs effectively. Children enjoy their time in the setting and they are settled and secure. The childminder is knowledgeable about methods and systems to promote inclusion and ensures that all children are valued. Most information relating to children's details are obtained from parents to enable her to promote their well-being. The childminder demonstrates an understanding of the importance of continuous professional development and has identified strong areas of practice and areas for future development to enhance the service provided.

## **What steps need to be taken to improve provision further?**

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

- continue to develop systems that match children's observations to the expectations of the early learning goals.

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

- gain information from parents on who has legal contact with the child ; and who has parental responsibility for the child.

20/10/2008

## **The leadership and management of the early years provision**

The childminder provides a warm, welcoming and stimulating environment. She is aware of her responsibilities with regard to supervision and ensures that all resources are appropriate to children's individual ages and stages of development. The childminder is developing systems for monitoring and self-assessment. The recommendation raised at the last inspection, with regard to developing older children's understanding of minority groups in society, has been satisfactorily addressed.

Currently risk assessments are reviewed on a daily basis as the childminder is having some renovation work carried out on her home. Children are kept safe as any potential risks are quickly identified and action taken to minimise the effect on children's safety. The childminder has a working knowledge of safeguarding children and is familiar with local procedures to follow should she have any concerns.

Good relationships with parents are established. At the start of the placement parents share information about their child's prior achievements and current level of development. This allows the childminder to identify and prepare for each child's individual needs. A gradual settling in period is offered to build children's sense of security. Parents are provided with a portfolio that contains information on policies, procedures and children's daily routines and ongoing progress. Information on each child includes details on their individual needs but does not contain the recent information relating to parental responsibility which could impact on their welfare.

The childminder observes and records children's developmental progress and each child has a record of their achievements which include photographs, children's work and observations. These booklets are shared with parents on a regular basis and given to them when their child leaves. The childminder understands the need to develop links with other agencies involved with the care of the children to compliment the range of activities they experience in alternative settings.

## **The quality and standards of the early years provision**

Children are making sound progress. They enjoy and learn from the range of activities provided and these meet their needs at their different stages of development. The childminder is clear of her responsibilities with regard to ensuring children's individual care needs are effectively met. The childminder is not caring for any children with learning difficulties and/or disabilities but she clearly identifies how the environment and activities will be adapted to ensure that all children are able to take part.

Children play happily and independence is encouraged by the childminder. The childminder takes positive steps to safeguard children and promote their welfare. Safety is addressed, as all toys are stored to facilitate free choice by older children and toys for younger ages are presented for play or in boxes on the floor. Space is used effectively when mixed age ranges are present at the same time as the large room is utilised to provide for all needs. Older children can play with art and craft and small construction materials safely and babies and young children can confidently explore their surroundings or play quietly with age appropriate floor

toys. Children enjoy going for walks to the local park and learn about their environment as they talk about road signs, trees, leaves and wildlife they see.

The range of resources and planned activities is good and children's achievements are recorded and progress is generally linked to the six areas of learning. The childminder encourages thinking and language development through constant conversation and questioning during play. Children are introduced to name shapes, colours, sorting and counting as they play. Children's social development is promoted effectively at local community groups where children play co-operatively and learn to share and take turns. Physical play is promoted well through the use of a variety of large play equipment in the garden that encourages children to develop skills in climbing, swinging, pushing and pulling.

Healthy eating is promoted well and children participate in planting and caring for fruit and vegetables grown in the garden, which they then harvest and eat at snack time. Children play in a safe and welcoming environment and are learning how to keep themselves safe. For example, they know not to run indoors, discuss road safety when out walking and develop an understanding of fire safety as they regularly practise the drill. Children are familiar with the house rules and are aware of what is expected of them, thereby promoting a happy environment where children behave well. They have access to a variety of resources that promote positive images of different groups in society and increase their awareness of diversity.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3

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](http://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.