

## Inspection report for early years provision

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<b>Unique reference number</b>	510424
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Hayley Lapworth
<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 was registered in 1993. She lives in the Wyken area of Coventry with one of her three adult children. The whole of the downstairs of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises is accessible to all and there is a downstairs toilet. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight at any one time, three of these can be within the Early Years Foundation Stage (EYFS). There are currently three children on roll, all of whom attend on a part-time basis and one of whom is in the early years age group. The family has one dog and a turtle.

## Overall effectiveness of the early years provision

Overall the quality of the provision for children in the Early Years Foundation Stage (EYFS) is satisfactory. The childminder has satisfactory knowledge of how to implement the learning and development requirements and some areas of children's welfare are met. Children in this setting are settled and experience a variety of play they enjoy. Consequently, despite some weaknesses in the provision, children are making suitable progress in their learning. Most required documentation is in place and suitably maintained. The childminder is in the early stages of beginning to evaluate her practice and look at the setting's strengths and weaknesses in order to make some improvements.

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

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

- develop systems of assessment to clearly identify children's next steps in their learning
- keep Ofsted informed of changes to the premises and develop strategies to look at the setting's strengths and weaknesses in order to maintain continuous improvement
- make sure the system for registering children shows their times of departure.

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

- make sure a current paediatric first aid certificate is maintained at all times (safeguarding and promoting children's welfare; also applies to the compulsory and voluntary parts of the childcare register).

26/03/2009

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

The childminder provides a suitably safe and welcoming environment. Many potential risks have been identified and satisfactorily addressed in practice. However, on one occasion Ofsted was not kept informed about changes to the premises. Written risk assessments are in place. However, the records do not always include when the checks were made. The childminder has given a little thought to self-evaluation and is in the process of identifying her strengths and weaknesses in order to promote future improvements. However, this is in the very early stages and not yet fully effective. She demonstrates a commitment to improving her knowledge and skills in some areas such as handling children's behaviour and helping children to learn through play. However, she has not maintained a current paediatric first aid certificate since March 2007. Consequently, this may potentially impact upon the children's health and well-being. However, she is able to demonstrate sufficient knowledge through set scenarios about how she would deal with accidents involving children.

The childminder is aware of the requirements of the EYFS and has some knowledge of planning, observations and assessments. She is planning a variety of activities for children, including opportunities to celebrate festivals and look at other cultures. She is making observations and becoming more familiar with the six areas of learning. However, assessments are not yet fully effective and do not clearly identify children's next steps in their learning. As a result children's learning may potentially be restricted in some areas.

Written information regarding the service is accessible to parents. The childminder arranges a gradual introduction for children, where she helps them to feel settled and secure. This is achieved by spending time with their parents and finding out about their specific individual needs including their likes and dislikes. Furthermore, information is displayed in the entrance hall, for example, her registration certificate and the emergency evacuation procedure.

Children's welfare is suitably addressed as the childminder is aware of her responsibilities with regard to protecting children from harm. She has the Coventry Safeguarding Children Board Procedure in the form of a flow chart and makes parents aware of her responsibilities. Most required records are kept up-to-date, however the system of registration does not always show children's times of departure.

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

Children make suitable progress in their learning. The childminder is generally aware of children's different stages of development. She presents them with challenges so that they make progress across the six areas of learning. The range of resources and activities are varied and children often request play of their own choice. For example, on arrival children state 'I want to do gluing'. They have a good amount of opportunities to be creative and their requests are met. The children are supported in their learning by the childminder, who sits close by and

talks to them about what they are doing, she also makes some suggestions to further their enjoyment. This is best demonstrated by the way the childminder, during an activity, suggests painting glue on a child's hand for them to print onto paper and then sprinkle on some glitter. This experience was then extended by the childminder inviting the child to paint her hand. From this they talked about size, comparing 'big' and 'little'. Consequently, children are learning early mathematical language through first-hand experiences. The childminder records observations as children take part in activities.

Children access opportunities to become more familiar with numbers and problem solving. This is achieved by being encouraged to sing songs like 'five little speckled frogs' where they count in numerical order and use objects such as their fingers to represent number. The childminder supports children in discussing ways in which people are similar and different, and resources suitably reflect diversity. Children are aware of the childminder's expectations with regard to behaviour. This is partly due to the house rules that have been devised and because she promotes the use of manners and praises good behaviour.

Inclusion is suitably promoted as the childminder adapts activities to ensure they are accessible to all children. They are beginning to learn how to keep themselves safe as they participate in practicing the emergency evacuation drill. They are learning about the benefits of healthy eating and are aware of ways to protect their own health, for example, by learning about their own personal hygiene. They are provided with individual hand washing resources which reduces the risk of cross-infection.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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:

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 (qualifications and training). 26/03/2009

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 (qualifications and training). 26/03/2009

## **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**

Since the last inspection there have been no complaints made to Ofsted.

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.