

## Inspection report for early years provision

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<b>Unique reference number</b>	224050
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Tracey Marie Boland
<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).

## **Description of the childminding**

The childminder was registered in 1990. She lives with her husband and child aged 13 years in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor are used for childminding and the first floor bathroom. There is a fully enclosed garden available for outside play. Children are also taken on local outings to places of interest, including regular attendances at the local carer and toddler groups. The family have two rabbits.

There are three children currently on roll. The childminder is registered to care for three children at any one time. All three children currently attending are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the home is suitable. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good. The childminder provides a stimulating environment which is child-focused and supports children in their progression in the EYFS. All children and parents are welcomed and valued and the childminder is proactive in her approach to inclusion. Individual needs are known and respected and the information gained is used effectively to meet their welfare needs and forms a basis for the childminder to plan for the starting points in their learning. Most safety issues within the home and when out have been identified and addressed.

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

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

- develop risk assessments to include the use of drawing pins (Safeguarding and promoting children's welfare).

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

The childminder has a clear understanding of her responsibility with regard to the implementation of the welfare requirements within the EYFS. She develops her skills and understanding through ongoing training and regularly attends courses through the local authority. The childminder holds a valid first aid certificate and is fully aware of the procedures she would follow in an emergency situation. Risk assessments are completed although the use of drawing pins to display work and information for parents poses a risk to the children.

Firm partnerships with parents have been developed who are kept up-to-date

about their child through written and verbal communication. Well written policies and procedures outline the care provided and informs parents of her role within care and learning. Children's health and welfare needs are discussed fully and met. Systems for planning are in place and photographs further compound parents understanding of each day. At the last inspection the childminder was asked to ensure that her daily attendance register was maintained. Clear routines are in place to ensure that children's attendance is recorded each day.

The childminder has a good understanding of her role and responsibility when protecting children from abuse and neglect. She is very aware of Local Safeguarding Children Board procedures and a well written child protection policy is shared with parents. Children spend their time in the conservatory where the wide variety of toys and resources provide them with meaningful and exciting play opportunities. Pictures adorn the walls and access to resources are good. The childminder is fully aware of her responsibilities with regard to supervision both inside the home and when outdoors. She ensures that resources meet the children's needs, requirements and supports their ages and stages of development.

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

Children are happy, settled and relaxed and enjoy the activities and experiences provided that are interesting and encourages their natural curiosity as learners. Resources are appropriate for the development of the children cared for and her knowledge and implementation of the EYFS ensures they make progress across all areas of learning. Systems for observation and assessment are detailed and clearly identify children's stages of development over the six areas of learning, which enables the childminder to plan for their individual future learning.

Children choose from a wide range of resources that are stored to enable freedom of choice within the conservatory. They learn about letters, numbers and colours and this is reinforced through the posters that are displayed. Children's social development is promoted effectively and they are learning to share and take turns. They enjoy daily walks in the community and benefit from visits to places of interest further a field. Children enjoy looking at books and listening to stories and seek comfort and affection from the childminder. They access play resources to encourage their imagination and their physical skills are enhanced through a variety of slides, wheeled toys and equipment and the use of the trampoline. Manipulative skills are developing and children make marks with pencils and crayons. They sing songs and rhymes, many of which include counting to five. They explore and investigate through cooking activities and learn about the living world through caring for the birds in the garden by making food for them and watching them come into the garden to eat it.

The childminder takes positive steps to safeguard children and promote their welfare because she has a sound understanding of her responsibilities. Children are encouraged to eat healthily and choose their snack from a variety of fruits. Meal times are a social occasion and children are secure in the daily routines. Children's feeling of belonging and security is enhanced through the gradual settling in process adopted by the childminder. They are learning how to keep

themselves safe, for example, through discussion about road safety and they are involved in practising the fire drill to ensure they are aware of the routine to follow in the event of an emergency.

## 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.	3

### 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?	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](http://www.ofsted.gov.uk)

## **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.