

Inspection report for early years provision

Unique reference number	EY266076
Inspection date	01/05/2009
Inspector	Sally Wride
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 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 2003. She lives with her partner and children aged 10 and 16-years-old in a residential area in the Green Lane area of Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and an upstairs bathroom is used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to parks and playgrounds, the library and regular attendances at a nearby carer and toddler group. The family have a pet dog.

The childminder is registered to care for four children at any one time. There are currently five children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five-years-old. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities and who speak English as an additional language. Access to the childminder's home is via one step and bathroom facilities are provided on the first floor. She is qualified to Level 3 in Home-Based Childcare and is currently working towards a second Level 3 qualification. The childminder is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in the care of the childminder and are happy, settled and confident in the inclusive care and learning environment. All children are equally valued and respected and benefit from care that is tailored to meet their individual needs. With the exception of a minor weakness, children's welfare is promoted with success. Their learning and development is well supported through an excellent range of meaningful activities and play and also through systems for planning, observation and assessment. The childminder demonstrates capacity to maintain continuous improvement as she has a clear understanding of her strengths and areas requiring further development. The childminder works extremely well with children's parents and carers and has formed relationships with other providers delivering the EYFS.

What steps need to be taken to improve provision further?

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

- update the first aid box to ensure appropriate content to meet the needs of children.

The leadership and management of the early years provision

Children benefit greatly from the childminder's experience and commitment to extending her knowledge through training. She is very well-qualified and knowledgeable about how children learn and develop, using this information to successfully support the children in her care. She has quickly become familiar with the EYFS, using this extremely well in practice to promote children's individual welfare, learning and development needs. She is committed to providing inclusive practice in which every child matters. All children are fully involved in the life of the setting as the childminder ensures that the daily routine and activities provided are adapted to suit the unique needs of children.

Children enjoy continuity of care because the childminder works in partnership with their parents and carers. Parents and carers are well-informed of planned activities and events which encourages their involvement in their children's learning and provides them with information to support their children's learning from home. The childminder discusses children's progress and development with parents and carers at arrival and departure times. She also liaises with other providers delivering the EYFS to share good practice ideas and information about the children they share. This ensures continuity of care, learning and progression. The childminder is knowledgeable about the advice, support and guidance that can be accessed to support her in the care of children with learning difficulties and disabilities or children speaking English as an additional language.

All written policies and procedures and documentation required for the safe and efficient management of the EYFS are in place and well-maintained. Resources are effectively and efficiently deployed to allow children to choose with safety and independence. The childminder ensures children's safety by undertaking risk assessments of her premises and by providing close supervision at all times. She has a secure and thorough understanding of her role and responsibilities in safeguarding children's welfare. The childminder offers high quality care for children and is currently developing formal systems of self-evaluation. She has a clear understanding of her current strengths and has successfully identified areas requiring further development. However, although she has ordered a new first aid box, this has not been delivered in time to ensure all items remain within the use by date.

The quality and standards of the early years provision

Children are extremely happy and settled in the childminder's care and benefit from a vast range of well-planned activities and a daily routine that is tailored to meet their unique needs. All children are fully included as the childminder ensures games and play are adapted to enable all children to become fully involved within the life of her provision. As a result, all children make excellent progress in their learning and development. They benefit greatly from planned and purposeful activities that successfully cater for all six areas of learning. These offer variety and choice and challenge and stimulate children. The childminder observes children learning through their play and keeps written records, photographic evidence and

examples of their work. These are readily available to parents and carers and are a pleasure to view. The childminder is well-informed of children's current stages of development through her assessment arrangements. She has successfully ensured that observations are assessed in terms of how children can be supported to take the next step in their learning, using this information to inform future planning.

Children have free and easy access to a wide range of good quality toys and resources. They freely and confidently make independent decisions about what they would like to play with and how they would like to spend their time, developing their independence well. They communicate their wishes to the childminder, who is quick to respond to their interests. Children's skills for the future develop as they have many opportunities to engage in activities which support their communication and problem solving skills. The childminder contributes to the educational content of children's games, helping them to understand how things work and encouraging them to find things out by themselves and in partnership with their peers. The childminder threads mathematical ideas into children's play and the daily routine, for example, as they count their toys, talk about differences in size, shape and capacity and sing number rhymes and songs. They build tall towers and have great fun knocking these down and explore volume during water play activities. Children have free access to books and enjoy reading stories with the childminder. They develop an early understanding that print carries meaning as they talk about written text in the environment, including their names and the letters and sounds. Children freely draw and make marks and take part in a wide range of art and craft activities, such as creating cards for special family occasions.

Children develop an excellent knowledge of the importance of leading a healthy lifestyle. They exercise each day and access the fresh air and enjoy eating healthy foods, recognising that this will help to keep them healthy and well. Children of all ages wash their hands at appropriate times and benefit from the childminder who explains that this is to remove germs which may make them ill. They grow increasingly aware of perceived dangers and of how they can keep themselves safe, for example, through practising road safety techniques and regular fire evacuation practises. The childminder encourages children's understanding extremely well as she carefully explains potential hazards and how children can keep themselves safe as part of the daily routine. Children enjoy healthy and nutritious meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. Fresh drinks are readily available to children, ensuring they remain well hydrated. They are involved with the planting of and tending to seeds to grow their own fruits which they will taste when fully grown. Children learn about the world in which they live as they explore festivals and events from their own and other cultures. They have access to a range of resources that reflect positive images of diversity. Children behave very well and relish praise and encouragement for their efforts and achievements. The childminder ensures that children gain understanding of her expectations in terms of desirable behaviour and openly talks to children to develop their understanding of right from wrong.

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?	1
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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