

## Inspection report for early years provision

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<b>Unique reference number</b>	510541
<b>Inspection date</b>	06/02/2009
<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).

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 1991. She lives with her husband and two adult children in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and the first floor bathroom are used for childminding. 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 group/s. The family have a cat.

There are eight children currently on roll. The childminder is registered to care for six children at any one time. There are currently six 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 to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory childcare register.

The childminder currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the setting is via a path leading to two steps into the home. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

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

The childminder provides extremely well for children within the Early Years Foundation Stage (EYFS). She continually promotes their learning and ensures their welfare needs are effectively met resulting in happy, contented and relaxed children. Detailed planning and observations of children in play are completed, evaluated and the information gained is used as a focus for future play and learning. All are linked to the EYFS. Detailed information is obtained from parents about their child and used by the childminder to ensure their needs are fully met. The childminder demonstrates a commitment to ensure all children are valued and included and thought is given to making the garden more accessible for all children. Clear, consistent and effective policies and procedures are in place which truly reflect the care provided and shared with parents.

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

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

- develop access to the garden to enable freedom of movement and accessibility for all children.

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

The childminder provides a welcoming, child-centred environment where children are cared for safely and securely. She has an excellent understanding of the Local Safeguarding Children Board procedures and demonstrates a sound knowledge of her role and responsibility in protecting children in her care. Detailed written policies reflect the ethos of care and are shared with parents. Systems are in place which enable the provider to effectively monitor and evaluate the service she provides which enables her to identify any areas for development. Resources are very well-maintained and suitably challenges children's learning. The childminder has a commitment to continually developing her knowledge and skill base through ongoing training through the local authority and covers a wide spectrum.

Clear written risk assessments are in place and daily visual checks are also completed which support the well-being of the children. A record of visitors is maintained and suitable procedures ensure children are supervised at all times and not left with unvetted people. Children settle gradually into the setting which encourages their feeling of security and belonging. Time spent with parents ensures children's needs are met effectively. Good communication between both parties ensures parents are kept informed and up-to-date about their child's progress. The childminder has effectively developed links with other agencies and professionals who are involved in the care of the children.

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

Children are making excellent progress and are actively involved in a wide variety of interesting, stimulating play experiences that are tailored to meet their individual needs. The childminder has a very good understanding of her role in providing activities that continually challenge children's development and encourages their independence. Comprehensive planning outlines the intended learning for children and the observations are clear, informative and used effectively to plan for children's future learning.

Children move safely within the home and time has been spent developing a quiet reading area where children have a free access to a wealth of books. There they are able to read quietly by themselves or can have stories read to them. The childminder has a very concise understanding of the needs of the children she cares for and excellent relationships have been formed. Children's language development is continually enhanced through the purposeful questioning by the childminder to extend their thought processes. Children's confidence is effectively nurtured through the praise and positive reinforcement from the childminder and they continually develop their social skills at the groups they attend and places they visit. Children's knowledge of nature and the living world is successfully encouraged through activities which include growing plants and seeds and learning to be kind and caring to animals. Their knowledge of the wider world is continually extended through the celebrations of festivals and cultural events, such as Diwali where they made foods such as sweet pastry and samosa's and Chinese New Year where children learn about the Chinese Flag, Chinese script and also the phonetic

pronunciation.

Children work cohesively together and learn to be kind, thoughtful and to share and take turns. Their independence is actively encouraged through their involvement in everyday routines such as personal care, setting the table for meals and mixing paints. Children's understanding of numbers, colours, letters and shapes are all purposefully reinforced through the activities provided and number and letter lines are displayed as a positive reminder. Children are enthusiastic and enjoy learning about weight, capacity and changes to mediums through cooking activities and experiments where they are encouraged to pre-empt differences and change, for example when making play dough and salt dough. The childminder's seizes opportunities as they arise to extend children's learning, for example, recently her son was picking up some items he had dropped with a magnet, the children became interested. This resulted in their understanding of language such as 'suck' and 'pull' to develop and their knowledge of magnets, how they work and what other items are attracted to them to develop.

The childminder is not currently caring for any children with learning difficulties and/or disabilities, but is mindful to individual needs and how activities can be adapted to ensure that all children are involved and included. However, she is mindful that although the garden provides even more opportunities for the children to learn and develop, access to it is not particularly suitable without support from herself which may impact on their independence in this area. Regular visits to local groups enables children's social and physical skills to be further developed. Children's understanding of safety is successfully enhanced through the consistent reinforcement and practising of road safety when out and discussion about their own personal safety with regard to stranger danger.

Children enjoy freshly prepared foods each day that are respectful of particular dietary needs and preferences. Mealtimes are a social occasion and children are actively involved in the preparation and clearing of the table. Older children are positive role models to the younger children and they are helpful towards each other. The childminder has an excellent understanding of healthy eating and works cohesively with parents to address any issues relating to food. Drinks are freely available. Children develop a good understanding of acceptable behaviour which is compounded by the praise and recognition of their help, progress and ongoing achievements. Their understanding of diversity and the wider world is continually enhanced through the continual reinforcement through discussion of other countries and their cultural celebrations, different languages and the resources that actively reflect positive images of society.

## 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?	2
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>	1
<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?	1
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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **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.