

## Inspection report for early years provision

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<b>Unique reference number</b>	510449
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Ann Doreen Burford
<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 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 1990. She lives with her two adult children in the Whoberley area of Coventry, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

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

Overall the quality of the provision is good. Children are confident and enjoy the company of the childminder and each other. Children's individual needs are identified and they learn to be respectful of each other. Resources generally promote inclusion of all children. Continuous improvement is maintained because the childminder attends training and meets with other local childminders to enhance her working practice. She has begun to reflect on how she promotes the outcomes for children although an action plan on how she will make future improvements is still under development.

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

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

- review the range of resources to ensure they meet the needs of individual children, specifically left-handed equipment
- review the self-evaluation system to identify the strengths, weaknesses and priorities for development that will improve the quality of provision for all children.

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

Since the last inspection the childminder has improved her knowledge of the Early Years Foundation Stage and how children learn, especially in regard to the younger children. She has achieved this in collaboration with other local childminders as they regularly meet at local children's centres and drop-in support meetings. She has also attended some workshops provided by the local authority. The childminder has completed an overview of her strengths and weaknesses and has

begun to reflect on how she can make further improvements, although this does not always consistently identify the priorities for future development.

The childminder is very well organised and the record keeping is effective at ensuring the welfare of children is promoted. Parents are provided with a wealth of written information about the service the childminder provides. Each child has their own file which records children's progress and can be shared with parents. A verbal exchange of information takes place on arrival and collection to ensure continuity of care is maintained. A similar arrangement is in place to share appropriate information with other providers when a child attends more than one setting. The childminder and children regularly attend toddler groups at local children's centres and childminding support groups. Parents comment that children look forward to attending and they struggle to persuade them to come home. They also feel that children's health and social manners are improved because of the approach and interaction of the childminder.

Health and safety remain a priority for the childminder. She keeps herself abreast of any current issues, for example she has implemented effective strategies to protect children during the current health promotion for reducing the spread of infection, such as swine flu. Risk assessments are in place as the childminder maintains her home and garden to a high standard of cleanliness and safety. The childminder has completed safeguarding children training through the NSPCC. She understands her role and responsibility in protecting children and has local contact telephone numbers readily available should she need to make a referral.

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

Children make generally good progress in their learning and development considering their starting points. There is a good range of age-appropriate resources readily available for children. These are supplemented because children regularly attend toddler groups where they have access to an additional range of toys and equipment. The resources reflect positive images of culture and disability. However, there are currently children who are starting to show a preference for using their left-hand and they have no access to specific resources for left-handedness, for example scissors or mark-making equipment when at the childminder's home. This can impact on children's ability to develop their dexterity and some of their physical skills.

Children feel safe at the childminder's home and look to her for reassurance and comfort. They participate in activities which underpin their understanding of how to keep themselves safe, for example, they regularly participate in emergency evacuation practices with the childminder in her home and when attending other provision. The childminder does not drive so children regularly go for walks and so their road safety understanding is continually promoted. Children help to keep the play areas tidy as they learn what constitutes a safe playing space through routines and activities. Children know that they go to the kitchen for drinks and snacks.

Children enjoy having a cuddle as they turn to the childminder for support. They

have a strong relationship because the childminder presents as a loving, calm person who always has time to listen and play with the children. They giggle as they all sit on the floor together and count the bricks as they build towers and then squeal with delight as it all comes tumbling down. This is repeated as many times as the children want. She gives sensitive support to help children develop their behaviour as encouragement and praise is given consistently throughout the day, which in turn develops their confidence and self-esteem. Children have individual files which are used by the childminder to record observations through the use of photographs which generally informs her written assessments across all the areas of learning. She is still developing this strategy as she has identified this as an area for further development.

Children love looking at books for enjoyment and can select from a broad range. The childminder supports them learning to respect books and take care of them. Young children will sit for extensive lengths of time as they are absorbed looking at the pictures. They even sit on the child-height sofa and share a story with their favourite doll or toy as they imitate the way the childminder reads stories. Children have a positive attitude to learning. Respecting others is a strong ethos at this setting. All the children are encouraged to develop their communication skills and conversations help children to be aware of their own family makeup and talk about themselves, their differences and similarities to others. Children participate in a range of activities and access equipment that develops their understanding of different cultures and festivals. Children love to look at photographs of themselves and their friends as they chat excitedly about past experiences. This is developing children's sense of belonging and a strong sense of community.

## 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?	2

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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

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