

## Inspection report for early years provision

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<b>Unique reference number</b>	EY248437
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Kashma Patel
<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 registered in 2003 and lives in Coventry with her husband and three children aged three, eight and 11-years-old. The whole of the ground floor is used for childminding and there is no access to the first floor and the rear garden. Children do have access to the garden on the side of the house which is enclosed. The premises can be accessed by one small step at the front of the home.

The childminder is currently minding three children, of whom two are full-time. She is registered for five children in total, with three children in the early years age range. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She currently cares for children over eight-years-old. The childminder is able to take and collect children from the school and regularly attends pre-school settings. She is a member of the National and Coventry Childminding Association. The childminder is part of the Quality First Scheme and has a Level 3 qualification in early years.

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

Overall, the quality of the provision is good. Children are happy and settled in the childminder's home. They are well cared for in an inclusive environment where they freely access a wide range of age-appropriate toys to promote their development in the six areas of learning. Children benefit from good partnerships with parents and other carers through regular attendance to pre-school groups in the community. Effective steps are taken to ensure the setting is continually improving the outcomes for children through ongoing evaluation and further training.

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

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

- continue to undertake sensitive observational assessment and plan effectively for children's next step in their learning.

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

All the necessary records, policies and procedures are in place which underpin the good quality of care provided. They are regularly reviewed and made available to parents and for inspection. The childminder strives to provide high quality care. For example, she has an early years qualification and welcomes ongoing training. This enables her to provide a wide range of play opportunities and experiences for children in her care. Children are safeguarded as the childminder demonstrates a good understanding of her responsibility on how to keep children safe from harm and neglect and how to refer concerns to the appropriate agencies. Daily checks and a risk assessment is in place which covers all areas children access, including

the forest school at the children's centre. The childminder has a system for self-evaluation which clearly identifies areas for improvement, such as the garden. Questionnaires are also sent out to parents to ensure that the practice is being monitored and evaluated. There are effective partnerships with parents and other carers who also deliver the Early Years Foundation Stage (EYFS). This ensures that children make good progress in their learning and development. However, there are some minor gaps in planning for the next step in children's learning.

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

The learning environment is well organised both inside and outside in the garden which supports children to make good progress towards the early learning goals. For example, children help themselves to toys and equipment from the playroom and bring them out into the lounge. This promotes choice and independence of where they want to play. Children receive good support from the childminder who sits and plays with them. For example, children enjoy looking at books with the childminder who ensures she also includes the baby who is happy to sit on her lap with a toy. There are good opportunities for children to make marks. For example, note pads are purposely placed in the role play hospital to challenge and extend children's learning. At snack time they help to prepare snacks by scooping the seeds out of the melon and choosing what colour plates they would like. They learn about numbers as they count cups and cutlery at snack time. Children are developing their knowledge of their environment, through regular outings in the community. They are developing their listening skills as they play hide and seek at the forest school and their creativity as they make mud pies.

The childminder has a good knowledge of the Early Years Foundation Stage and plans for children's individual interests and needs. For example, a child has developed an interest in trains, so the childminder has taken children on short train rides and also to the library to collect books. Observations and photographs are taken regularly which are used to complete assessments, however, future planning does not clearly reflect children's next stage in their learning. All children have a contact diary and a learning journal which has a page for parents to enable them to take part in their children's learning. Daily feedback also ensures parents are kept well informed of their children's progress. Children learn to share, to be kind to others and about responsible behaviour because the childminder is consistent with the children and promotes positive behaviour.

Children are safe and cared for in a clean home where their welfare is promoted. They learn about how to keep themselves safe from harm. For example, the childminder talks to children about the green man at the pelican crossing when they go to local school to collect children. They are also aware that they need to hold onto the buggy and not to run off. Children learn about personal hygiene through hand washing routines before they have food and after playing in the garden. A good range of healthy and nutritious snacks and meals are provided by the childminder of which many vegetables are grown in the allotment by the children. This promotes their understanding of healthy eating and also provides them with fresh air and exercise through digging activities.

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