

## Inspection report for early years provision

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**Unique reference number** 224299  
**Inspection date** 06/05/2009  
**Inspector** Hazel Christine White

**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 2008. She lives with her two grown up children in a residential area of Coventry in the West Midlands. There are shops and schools within easy walking distance. The premises are easily accessible and the whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings and regularly attend a local carer and toddler group.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), both of whom attend full time. The childminder also offers care to children aged over five years. There are five school aged children attending for various sessions. The childminder has a Level 2 early years qualification.

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

Overall the provision is satisfactory. Children and their families are warmly welcomed in this friendly and homely environment. They enjoy a broad range of activities and experiences which meets their needs and helps them to make sound progress in their learning and development. The childminder obtains suitable information regarding children's requirements and preferences to ensure individual needs are inclusively met. She demonstrates some capacity for continuous improvement and is beginning to identify priorities for further development.

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

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for improvement
- develop systematic observations and assessments of each child's achievements, interests and learning styles, to identify the next steps in their progress and use this information to plan relevant and motivating learning experiences which match the expectations of the early learning goals.

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

The childminder has a general range of policies and procedures in place to safeguard children. For example, she has conducted a risk assessment, undertakes daily checks of the premises and shares the child protection policy with parents. Her understanding of her role in safeguarding children is sound and there are clear procedures to put into practice when necessary. This means children are kept safe from harm. All required documentation is in place, such as attendance, medication, accident records and all necessary parental consents, in order to promote the

safety and welfare of children.

Parents are provided with valuable verbal information about her provision and some children have a daily diary in which day-to-day practice is shared. For example, details of children's routines and personal care. Information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs. Consequently, they settle readily and feel secure. Parents are sufficiently informed of their child's progress and scrap books which contain photographs of their child participating in activities and examples of their art work, are available for them to look through if they wish. The childminder develops adequate links with other settings that minded children attend by liaising with staff to discuss the child's day.

Although the childminder has identified a few areas for development, there is not a strong enough focus on reflecting on her practice and seeking the views of others. This means that priorities for improvement are not always accurately targeted.

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

Children settle quickly into their surroundings and are welcomed by the childminder. They access a wide variety of toys and activities which ensure that they have fun and help them make satisfactory progress in their learning and development. The childminder is able to effectively support children because she understands their individual personalities and interests. She interacts well with the children, showing them affection, asking age-appropriate questions and responding positively to their actions. Children enjoy creative play and show great concentration as they glue and stick pictures onto paper and design pictures using paint and glitter. They use their imagination when they play with puppets and make up their own games.

The childminder has made a good effort to look at systems for observing children in their play. However, she has yet to develop a systematic approach based on individual children's achievements, interests and learning styles. Because assessment arrangements are in the early stages, they are not fully used to plan learning experiences which match the expectations of the early learning goals or to identify the next steps in their learning. The childminder is keen to develop these methods to ensure that children are appropriately challenged and encouraged to reach their full potential.

Children of all abilities are welcomed and the childminder has a sound practical awareness of how to include and appropriately care for children with additional needs. An adequate range of resources promotes positive images of diversity and are freely accessible to the children. They enjoy regular opportunities to visit parks and go for walks around the local surroundings. Parent and toddler groups are well used and help to develop children's social skills. Age-appropriate boundaries and gentle reminders to share and take turns with popular toys encourage good behaviour. The childminder is in the process of introducing star charts and certificates as a way of rewarding good behaviour and personal achievements, therefore raising children's self esteem.

Appropriate hygiene procedures are followed with regard to nappy changing and children are encouraged to wash their hands and faces before eating food. Packed lunches and meals to be re-heated are provided by parents and access to individual drinks ensures children are suitably refreshed throughout the day. Children learn the importance of keeping safe in and outside of the home. They discuss and practise road safety and know to walk on the near side of the pavement when they are out and about. Space is organised effectively, useful safety equipment is in place, possible risks to children are assessed and suitable records maintained.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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