

## Inspection report for early years provision

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<b>Unique reference number</b>	224237
<b>Inspection date</b>	26/05/2009
<b>Inspector</b>	Paula Hunt
<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 1992. She lives with her husband and adult daughter in the Wyken district of Coventry. The whole ground floor of the house is used for childminding with bathroom facilities on the first floor.

The childminder is registered on the Early Years Register to care for a maximum of three children in the early years age range at any one time and is currently minding three children in this age group on a part-time basis. She is also registered on both the compulsory and voluntary parts of the Childcare Register to care for three children in the later years age group and is currently minding four children within this age range, before and after school. The childminder walks to local schools to take and collect children. She regularly networks with other childminders in her area and has two cats and some fish.

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

Overall the quality of the provision is satisfactory. The childminder provides an inclusive and welcoming environment for all children and their families, with whom she has developed satisfactory relationships. She provides a range of activities that promotes children's development and supports them in making adequate progress towards the early learning goals. Whilst children enjoy a suitable range of activities to promote their development, the childminder recognises her weaknesses in delivering the educational programme. She has begun to evaluate her practice to identify strengths and weaknesses and priorities for development to improve outcomes for children.

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

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

- ensure that children's next steps in their learning are clearly identified through the use of sensitive observations and that these are clearly linked to the early learning goals in order to inform future planning
- ensure systems are in place to find out children's starting points
- ensure a full risk assessment is carried out for each specific outing.

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

Children's welfare is adequately promoted through familiar day-to-day routines where they are made to feel at home in the childminder's care. The childminder carries out and records appropriate risk assessments and takes appropriate action to ensure children's safety within her home. However, risk assessments are not undertaken for specific outings. Children are safeguarded because the childminder has a sound understanding of the procedures to follow should she have concerns that a child might be being neglected or abused. The childminder establishes warm

trusting relationships with parents, however, she does not specifically request information about children's starting points to enable her to plan effectively for each individual child.

The childminder has made some improvements since her last inspection, for example, she has attended Early Years Foundation Stage (EYFS) training and sought advice from the local authority to enable her to self-evaluate her provision, so that outcomes for children can be improved. The childminder demonstrates some awareness of the six areas of learning and has introduced a system of using scrap books to record brief observations based on photographs of the children's play. However, these are not sufficiently evaluated to identify children's next steps in learning to inform planning for each child's continuing development towards the early learning goals. Most of the required records are maintained to ensure that the needs of all children are met including necessary written parental consents. All required policies and procedures are in place and shared with parents.

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

Children are provided with a range of opportunities to help them make satisfactory progress towards the early learning goals. Free-play space is limited, although some resources in storage boxes in the lounge allow children to make independent decisions about their play. The childminder has attended training to familiarise herself with the learning and development requirements set out in the EYFS. She uses appropriate guidance to assess children's stages in development, although the system does not fully ensure that children's progress towards the early learning goals in all areas of learning is consistently observed and monitored. The childminder has a satisfactory understanding of equality and diversity and demonstrates how she uses her resources to promote anti-discriminatory practice.

Children benefit from outings and develop their understanding of the wider community through trips to the park, going to the shops and meetings with other childminders and the children they care for. They are encouraged to walk to and from places and benefit from other activities which promote their good health and physical development. The childminder talks about maths in everyday situations and encourages children to sort and count objects during their play. Children enjoy listening to stories read by the childminder and looking at books. Older children handle books carefully and make up stories looking at the pictures. Children of all ages enjoy colouring and drawing and younger child are developing their small muscle skills well as they hold chalks to make marks on the easel.

Children behave well as they are encouraged to share their toys and be kind to each other. When an incident does occur, for example children wanting the same toy, it is dealt with fairly and consistently by the childminder. They learn about keeping safe as the childminder reinforces road safety when out walking with the children. They also practise the emergency evacuation procedure; this ensures they are fully aware of what to do in the event of a fire. Children learn about the importance of good personal hygiene through well-established routines and reminders from the childminder, such as the risk of spreading germs when they cough. Any children who are unwell are excluded in order to protect the other

children attending. Some healthy snacks and meals are offered to children and they have constant access to drinks.

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