

Inspection report for early years provision

Unique reference number	EY387029
Inspection date	20/07/2009
Inspector	Karen Eunice Millerchip
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 has been registered since 2009. She lives with her adult child in a residential area in Coventry. There are shops and schools within easy walking distance. All areas of the property are used for childminding with the exception of the back bedroom. There is a fully enclosed garden available for outside play.

The childminder is registered to care for five children at any one time. She currently has three children on roll, one of whom is in the Early Years age group. The childminder also offers care to children over eight years of age. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The applicant has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision for children is satisfactory. The childminder has developed sound relationships with parents and this ensures children are settled and content in her care; she recognises each child's individual needs which helps them to feel secure and promotes inclusive practice. Comprehensive documentation and records to promote children's welfare is in place. Observations of the children are added to individual learning and development assessments, although links to the Early Years Foundation Stage (EYFS) framework are being developed. Systems for self-evaluation are in place and are currently being developed further to take account of parents and children's views.

What steps need to be taken to improve provision further?

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

- develop further the way in which parents are made aware of the Early Years Foundation Stage and extend learning into the homes

The leadership and management of the early years provision

The childminder has secure relationships with parents and carers; she offers a flexible, caring and stimulating environment that helps children feel safe and secure. Informative records and daily verbal and written feedback ensures parents are regularly informed of their child's progress and ensures the childminder can provide for children's individual needs. The childminder actively seeks verbal feedback from parents and has recently sent out parent questionnaires to seek their views. Older children have contributed to a 'wish list' for the school holidays and the childminder takes their views and wishes into account when planning for

the holiday period.

The childminder understands her role in safeguarding children and is aware of the appropriate procedures to put into practice when necessary and this means children are kept safe from harm. The childminding provision is well-organised; the childminder has developed comprehensive documentation which is shared with parents and to promote the welfare of children. Policies and procedures to safeguard children are in place and detailed daily checks of the premises are carried out. Detailed written risk assessments are in place to identify and address any hazards and to promote children's well-being during their daily routines. The childminder is considering ways to develop links with other providers of the EYFS so children's learning experiences are complimented.

The quality and standards of the early years provision

The childminder is effective in supporting children's learning; she very easily gets down to their level and responds enthusiastically to their ideas and suggestions for play. Children are settled in the childminder's care and they have developed warm and positive relationships. Planning is in place but remains flexible to meet the individual needs and interests of children. They have free access to a range of indoor and outdoor activities that help develop skills in all areas of learning. The childminder has developed written assessments in order to record children's progress and these are shared with parents. However, parents are not currently provided with ideas on how to extend learning into the home; therefore, children do not progress as speedily as they could.

Language development is positively encouraged as the childminder responds to gestures and early communication of younger children where English is an additional language; she repeats and models key words to broaden their vocabulary. They enjoy opportunities to develop early writing skills, for example, children are encouraged to experiment with different forms of mark making to represent their ideas. The childminder develops children's learning by introducing concepts such as counting and colour recognition in their daily activities and they learn problem solving skills as they attempt to complete 'shape sorters' and 'pop-in' jigsaw puzzles. The childminder provides a relaxed environment where each child is valued and they are clearly relaxed and comfortable in her care. Children are developing independence skills as they develop self-help skills, freely access toys and learn about sharing and taking turns. Resources are attractively displayed in the room taking into consideration the children's age and stage of development. They encourage young children to explore and investigate and make individual choices in their play. The childminder has realistic expectations of the children and manages behaviour effectively to help them develop an understanding of right and wrong. Children are encouraged to be polite and friendly to one another. They gain confidence and self-esteem as they are consistently praised for their achievements and kind deeds.

Physical play is well supported both indoors and outdoor. They freely access small equipment indoors and have regular use of the garden. Children experience a range of outdoor experiences as they visit local places of interest, play areas and

the park where they have first hand experiences of the wider community and the natural living world.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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?	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