

Inspection report for early years provision

Unique reference number	EY388793
Inspection date	04/06/2009
Inspector	Tracey Marie Boland
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 2009. She works alongside another childminder in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to places of interest and parks, including regular attendances at the local carer and toddler group/s.

There are two children currently on roll. When working alone the childminder is registered to care for six children at any one time, when co-minding, she may care for eight children. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder 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 has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting and the bathroom is via stairs to the first floor. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a firm understanding of good practice and how to provide effectively for children in the Early Years Foundation Stage (EYFS). Children's welfare is promoted and they benefit from an excellent variety of interesting activities and play opportunities. Very good relationships have been formed between the childminder and the children who settle into the routines of the day in a safe, stimulating environment. The childminder is proactive with regard to equality of opportunity and inclusive practice and ensures that all children are valued and included. Detailed information obtained from parents about their child ensures that their ever changing needs are continually met. Comprehensive written policies and procedures are in place and shared with parents to ensure they are fully conversant with the care provided. The childminder demonstrates a clear commitment to developing her knowledge and skill base through ongoing training, especially with regard to the settling in processes of children.

What steps need to be taken to improve provision further?

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

- develop further systems which enhance the growth of self-assurance and promote a sense of belonging allowing children to explore the world from a secure base, especially within the settling in process.

The leadership and management of the early years provision

Children enter a welcoming, warm environment which is safe and child-centred. Safety is of the highest importance and the childminder ensures that all resources are appropriate to children's individual ages and stage of development. Her firm understanding of protecting children in her care from harm and neglect is reinforced through the clearly written policies and procedures that are shared with parents, alongside others such as behaviour management, complaints and equality of opportunity. Parents and children's views are sought through the use of questionnaires which are used to evaluate and continually develop the service provided. The childminder demonstrates a commitment to continually developing her own skills through training and is currently completing a degree in early childhood studies. Training has also been accessed to ensure the smooth implementation of the Early Years Foundation Stage (EYFS).

Communication with parents is good. They are kept informed of progress, achievements and their child's day through detailed discussion and the use of written information and learning journals. Information about the EYFS and the activities children are involved in are displayed along with information relating the activities to the six areas of learning. Children are confident, relaxed and happy and develop a feeling of security through the gradual settling in process agreed between parents and childminder. However, the childminder is developing further her knowledge of this aspect to gain a better understanding of ways to support children of all ages through this transition. Children's registration forms are detailed and concise and clearly outline their individual needs and routines which are incorporated into their day.

Parents are encouraged to share information about their child's abilities and understanding, which enables plans to be made to meet their needs. Regular information sharing maintains continuity of care and ensures needs are consistently met.

The quality and standards of the early years provision

Children make very good progress in their development and enjoy an excellent variety of challenging play opportunities which specifically meet their individual needs and abilities. The childminder has a firm understanding of the EYFS and its implementation and the importance of taking into account children's individual interests and understanding. Clear observations completed are used to plan effectively for each child and the information gained informs future learning. Photographs reinforce and reflect these activities and individual records of achievements are shared with parents continually.

Children experience a good range of toys and resources, learning to share, take turns and be considerate of their peers through the consistent praise and reinforcement of the childminder. Independence is encouraged and resources are stored to enable children to self-select. Resources are chosen to best suit the

abilities of the children cared for and take into consideration children's interests and requests. The childminder is committed to working with parents and other professionals when caring for a child with a learning difficulty and/or disability to ensure their needs are continually met.

Children are happy, settled and secure and interaction is very good. Children seek cuddles and reassurance and solid relationships have been formed between them and the childminder. Their social skills are actively encouraged and their understanding of the world around them enhanced through discussion, walks within the local community and when visiting places of interest, for example, when taking walks in woods and recreational areas. Resources promote their development in all areas and they undertake topics such as, learning about their bodies, how to keep fit and healthy and the importance of exercise.

Children learn about diversity and the wider world through a good range of resources that are written in dual languages. Children talk about their extended family and where they live as they are based in Germany, Switzerland and Malaysia and key words are displayed around the home. Children are actively involved in trying foods from different countries at times of celebrations. Their questions are answered sensitively to ensure they understand the information they are given about the various cultures and beliefs around the world and the childminder is proactive in ensuring positive images of race, culture, gender and ability are reflected at all times.

Children enjoy creating resources also and are currently developing a story sac all about the Gruffalo, they talk about this excitedly and have collected items when out to reflect the story. They enjoy looking for the Gruffalo also when walking in the woods. Children's physical skills are encouraged when visiting parks and in the garden on the trampoline or riding bikes and wheeled toys. They use small tools and equipment when cooking, digging in the garden and when planting a variety of vegetables which they water, observe and are able to eat when they are fully grown. The childminder seizes opportunities to extend and encourage children's interests, for example, children expressing an interest in the insects coming into the garden have planted flowers to further encourage them. From this they have been planting, watering and observing the growth of pumpkins, potatoes, cucumbers, carrots, tomatoes, peppers and broccoli in pots. The children measure them, touch, feel and smell them and eventually enjoy eating them. A variety of potatoes were planted at different times enabling the children to compare their varying sizes, shapes and talk about the different stages in their development.

Concise written risk assessments are in place and daily checks ensure the home, garden and any activities are suitable and safe. Healthy eating is promoted and children enjoy a good variety of freshly prepared meals and snacks that take account of the dietary needs and preferences. Children try foods from different countries as part of cultural celebrations and their understanding of the wider world is promoted through books, resources and key words in other languages which are displayed throughout the setting, reflecting children's family backgrounds. Safety is a priority and children learn about road safety when out and fire safety within the home. Regular fire drills take place and are recorded and

evaluated to ensure ongoing suitability. The childminder is a good role to the children and good behaviour is encouraged and praised.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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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