

## Inspection report for early years provision

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<b>Unique reference number</b>	EY310082
<b>Inspection date</b>	14/08/2009
<b>Inspector</b>	Tracey Marie Boland
<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 2005. She lives with her children aged nine and 11 in a residential area in Coventry. There are shops and schools within easy walking distance. The whole of the ground floor and first floor 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, including regular attendances at the local carer and toddler group/s. The family have two cats.

There are three children currently on roll. The childminder is registered to care for six children at any one time. There are currently three 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 currently supports children with learning difficulties and/or disabilities and who speak English as an additional language. There is direct access into the setting, with one small step. 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 provision is good. The childminder provides effectively for children within the EYFS. Their learning is encouraged and their welfare needs met and they are happy, settled and relaxed. Planning is in place although in it's infancy and observations of play taken place are shared with parents and photographs reflect the activities they are involved in. Detailed information is obtained from parents about their child and the childminder ensures their individual needs are met within a safe, secure environment. The childminder demonstrates a commitment to providing an inclusive service and has experience of providing care for children with specific needs, however, positive images of disability are limited. Clear, consistent policies are readily available and shared with parents.

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

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

- help children become aware of, explore and question differences in special educational needs and disability issues
- develop further the use of planning to ensure children's continued development through play based activities.

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

The childminder provides a welcoming environment for all children where safety has been addressed both in the home and when out. She demonstrates a clear understanding of her role and responsibility to protecting children in her care and Local Safeguarding Children Board procedures. Well written policies are in place and shared with parents which outline the ethos of care and systems have been developed that enable the provider to continually monitor the service she provides. Hygiene routines are good and children understand the importance of good personal hygiene through the consistent routines that are in place throughout the day.

The childminder provides a good variety of resources which are well-maintained and easily accessible to the children. The childminder sees training as an important part of her development and is currently completing her level three qualification in early years and childcare. Children enjoy a variety of foods prepared for them by the childminder and they learn about healthy eating and the importance of eating well through discussion. Concise information about a child's dietary needs is obtained and respected.

Clear, concise risk assessments are in place which enables the childminder to consistently monitor the environment and ensure children's well-being. A record of visitors is maintained and suitable procedures ensure children are not left with unvetted adults. The gradual settling in process undertaken by parents ensures children are happy, settled and encourages their feeling of belonging. Their self-esteem is nurtured through the positive praise and encouragement they receive from the childminder and behaviour is good.

Initial discussion with parents about their child's needs ensures that their ever changing needs are met and parents are kept up-to-date and informed about their child's progress and achievements. The childminder understands the importance of developing positive links with other agencies and professionals who may be involved in the care of the children and has successfully implemented routines which ensure this takes place.

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

Children make good progress in their development through the good variety of interesting and stimulating play experiences they are involved in. The childminder has a good understanding of her role in providing activities that are interesting and challenge their abilities, however, although planning is in place it is minimal and does not identify children's interests. Spontaneous observations are completed and photographs enable parents to see their child involved and active in their play. The childminder then uses the information gained to inform future learning for children.

Children are happy and relaxed in the routines of the day and move safely within the areas available to them. Interaction is very good and strong relationships have been formed between the children and childminder. Children with learning

difficulties and/or disabilities are welcomed into the setting and the childminder has experience of caring and supporting children with needs. She understands the importance of ensuring she is fully informed of each child's individual needs and is proactive in ensuring that the environment and activities are adapted to enable all children to take part. Walks are taken within the community and children develop good social skills through groups they attend and the interaction with a wider group of children and adults. Safety is discussed both indoors and out and children learn about road safety and stranger danger.

Children are able to bring their own food or meals can be provided for them and drinks are freely available throughout the day. Children learn about diversity and the wider world through discussion, activities and through the celebration of festivals from around the world. They learn about similarities and differences and a variety of resources are provided that reflect positive images of race, culture and non-stereotypical gender play. However, limited resources are provided that reflect disability so children's understanding in this area is minimal.

Children enjoy art and craft activities, role play, books, puzzles and dressing up and they are actively involved in cooking a variety of foods. They learn about the living world and the life cycles of caterpillars and tadpoles and learn about the importance of caring for living things and are mindful of the childminder's cats. Counting skills are encouraged through games and songs and they learn the importance of being kind to each other, taking turns and sharing.

Children develop their physical skills when using a variety of climbing equipment, wheeled toys, balls and music movement. The childminder visits the toy library with the children and they are able to make choices in their play. Access to electronic activities and programmable toys encourages their interest of how things work and enable them to develop skills which they are able to continually develop as they grow.

## 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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