

## Inspection report for early years provision

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| <b>Unique reference number</b> | 224346            |
| <b>Inspection date</b>         | 13/07/2009        |
| <b>Inspector</b>               | Adelaide Griffith |
| <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 2001. She lives with one child aged 11 years in the Cheylesmore area of Coventry, close to shops, parks and schools. The whole of the ground floor of the premises is used for childminding. The childminder has a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently minding two children in this age group. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder attends several groups on a regular basis.

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

Overall the quality of the provision is good. The childminder provides a welcoming environment in which children are valued as individuals. They are making steady progress and enjoy learning about the wider community. All children's care needs are met and their welfare is competently safeguarded. They are kept safe due to effective risk assessments. Regular self-evaluation helps the childminder to make changes for the benefit of the children and she has plans for future development. The partnership with parents contributes positively to children's learning and care.

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

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

- improve the system for carrying out observations in order to plan more effectively for children's progress towards the early learning goals.

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

All records, policies and procedures required for the running of the setting are available. The childminder ensures that she remains suitable to practice by attending further courses. Children are at ease in the childminder's home, where their individual needs are addressed as agreed with parents, for example, with regard to their specific care. She has made some changes in relation to the children's education by providing a broader range of activities. Generally, the childminder considers how the provision can be improved. For this reason an extension was added to provide additional space. She has plans to extend children's learning by introducing alternative activities such as pottery and to supplement resources frequently.

The childminder demonstrates the capacity to make necessary improvements by addressing the recommendations from the last inspection effectively. Children are

competently safeguarded due to the childminder's clear understanding of child protection issues. All other safeguarding requirements are met competently. Children's welfare needs are suitably met in the setting where risk assessments are carried out appropriately to ensure that they are safe. There is a strong partnership with parents and this contributes positively to children's care and learning.

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

Children are making good progress in the Early Years Foundation Stage due to the childminder's understanding of how they learn. She includes new experiences, such as, visits to the vet's and extends their learning by following these with relevant discussions on taking temperatures to monitor the health of pets. Children are comfortable in the cheerful environment, where resources are within reach and they move around freely. The childminder plans a wide range of play activities and children remain focussed as they explore malleable materials, such as playdough and develop their play. They talk about colours, count to at least eight unaided and respond clearly to the questions posed by the childminder as they proceed to dress the figure that they have made.

Children frequently make decisions about activities and the childminder supports these by active involvement in their play but also allows for the expression of their imagination. Observational assessments are carried out regularly and the childminder identifies the next steps in learning but this is not consistent for all children. She plans for them individually by noting their preferences which are included to stimulate interest. Challenges are linked to their stage of development. For example, in order to promote children's self-help skills she has provided interactive books to model the tying of laces. Children burst into song spontaneously and the childminder follows their lead by producing a selection of instruments, on which they tap out a rhythmic beat with much laughter. The childminder has experience of caring for children with learning difficulties and/or disabilities. She understands the importance of liaising with parents in order to meet children's additional needs effectively. The childminder works with parents positively to support children's learning by discussing activities and experiences which underpin their progress.

Children are helped to stay safe. For example, they are aware that they must hold the childminder's hand when travelling on foot. Their good health is promoted effectively because the childminder talks to them about healthy options. Also, she ensures that pets do not pose a health risk to children. They are positively protected against the spread of infection by using anti-bacterial wipes consistently as part of the daily routine. Children are well behaved due to the childminder's experience in encouraging good behaviour. She promotes children's social skills competently by talking about sharing and taking turns appropriately. This means that children are learning to interact well with other children.

## 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.   | 3 |

### 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? | 3 |
| 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 |

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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