

## Inspection report for early years provision

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<b>Unique reference number</b>	504739
<b>Inspection date</b>	25/08/2009
<b>Inspector</b>	Hazel Christine White
<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 her husband and two children aged four and eight years in a residential area of Coventry in the West Midlands. The property is easily accessible and the whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog and two guinea pigs.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), both attend on a part-time basis. The childminder also offers care to children aged over five years. There are currently three school-aged children attending for various sessions during term time and in school holidays.

The childminder has an early years qualification to Level 3 and is a member of the National Childminding Association.

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

Overall the quality of the provision is good. Children are cared for in a friendly, well-organised and secure environment. Positive links with parents ensure that children's individuality is recognised and effective partnerships are in place with other settings delivering the Early Years Foundation Stage (EYFS) to ensure consistency of care. The childminder provides a wide range of experiences that encourage children to develop new skills, gain knowledge and have fun. Her practice is fully inclusive where all children are valued and treated with equal concern. The childminder demonstrates a sound commitment to maintain ongoing improvement through the effective use of self-evaluation. All required documentation is in place and well maintained.

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

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

- promote equality of opportunity further by providing increased access to positive images and activities which challenge children's thinking and help them develop respect for differences in culture, disability, ethnicity, gender, learning difficulties and religion
- develop effective ways of encouraging parents to contribute to children's assessment records in order to build on what they already know and can do.

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

The childminder is fully aware of her role and responsibilities with regards to child protection and knows the procedures to be followed. She has a clear safeguarding

policy which underpins her good practice and this is shared with parents. As a result, children are protected from harm. All required documentation is in place and regularly reviewed. The childminder is vigilant with regards to safety issues and she has conducted a risk assessment to minimise potential risks within her home and on outings.

Effective partnerships are established with parents. They are provided with good information about the childminder's service and this includes clearly written policies and procedures. She regularly communicates with parents about home routines and family practices so that there is a common and consistent approach that effectively helps children to settle. Additional information is shared through everyday conversations, children's artwork and photographs that are displayed around the playroom. Parents can view their children's individual progress records although they are not sufficiently encouraged to contribute to them in order to build on what their children already know. The childminder has forged links with other settings delivering the EYFS and this enables her to extend and support the children's learning when they are in her care.

The childminder is enthusiastic about what she does and demonstrates a strong commitment towards continual improvement. She consults with parents to gather their views about her service and they complete a questionnaire which is used to evaluate her practice. The childminder is aware of her strengths and weaknesses and has identified some priorities for improvement. She attends various childcare courses and this helps to enhance her knowledge of childcare related issues.

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

Children are happy, contented and enjoy their time in the childminder's care. They are making good progress in their learning and development because their likes, dislikes and personalities are well known. The childminder observes children regularly in their play and records their progress and next steps in individual assessment folders. The information is clearly linked to the early learning goals and relates to children's individual learning and development. Children enjoy easy access to a wide variety of good quality toys and equipment. Resources are stored within their reach and they choose whether or not they play indoors or outside.

Children are at ease in her company and they readily go to her for comfort and reassurance. She encourages them to be inquisitive and active learners through offering choices and providing activities that encourage them to think and problem solve. Experiences available to children are exciting and varied, for example, they have great fun going on a 'bug hunt' and can confidently identify caterpillars, butterflies, ladybirds, wood lice and snails. They use a camera to capture pictures of the insects and use coloured pencils to draw what they have seen. Creative and imaginative play is actively encouraged. Children create a hospital using cushions and blankets for the bed. They make excellent patients as they wait to be 'examined and bandaged' by doctors and 'feel so much better' once they have been attached to 'a drip'. They thoroughly enjoy story time and older children help to read the book to others.

Children have access to all toys and activities and none are kept for either gender. The childminder is experienced in caring for children with additional needs and works well with parents and other professionals to help them reach their full potential. Children are currently learning Makaton so that they can effectively communicate with others who have limited speech. There are some resources that reflect positive images of race, culture, gender and ability, however they are not fully used to promote discussion and fully extend children's knowledge and understanding of people in the community and the world around them.

The childminder helps to teach children about road and fire safety so that they are familiar with these procedures. They learn to be careful when they are playing 'hospitals' and know that they do not put bandages around each others' necks because it would be dangerous. Children are well behaved and respond positively to praise and encouragement, therefore raising their self-esteem. Children regularly go on outings to places of interest such as the Sea Life Centre, Hatton World and Twycross Zoo. These outings help to develop children's social skills and enable them to experience an even wider range of resources and activities.

The childminder successfully promotes a healthy lifestyle and through carefully planned activities and everyday conversation, children know about the importance of healthy eating and the benefits of exercise. The childminder supplies a range of hot and cold snacks such as various fillings on toast and assorted sandwiches. Fruit is always available and drinking water is easily accessible. Children have their own place mats which they easily recognise because they have their photograph on and they sit up to the table to eat. Hand-washing routines are well established to prevent the spread of infection. Children enjoy playing in the garden with a variety of equipment including a play house, climbing frame, wheeled toys and balls. These effectively help to increase children's confidence and physical skills. The childminder ensures she can respond appropriately if a child becomes ill or has an accident, she has completed a relevant first aid course and the first aid box is fully stocked.

## 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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