

## Inspection report for early years provision

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<b>Unique reference number</b>	EY390805
<b>Inspection date</b>	14/10/2009
<b>Inspector</b>	Karen Eunice Millerchip
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been registered since 2009. She lives with her partner and adult child in Holbrooks, Coventry. There are shops and schools close by. The whole of the ground floor and the first floor bathroom will be used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for six children at any one time when working alone. She is registered to work with an assistant and during this time the number of children cared for, can be increased. She currently has five children on roll; three of whom are in the early years age group. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and holds a Level 2 childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage (EYFS) is sound. She promotes children's care needs appropriately and meets their individual developmental needs generally well. She ensures that all children are valued and included. Information obtained from parents helps her to identify and begin to address children's differences. The childminder is aware of the need to identify her strengths and areas for improvement but has yet to develop systems to do so. Therefore, the capacity for continuous development within her service provision is satisfactory.

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

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

- develop further the use of observations and assessments for each child in order to build on what children can do and identify the next steps in their learning
- develop an effective system for evaluating the early years provision in order to maintain continuous improvement
- establish coherence of learning and development across different settings and related to the child's experience at home.

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

The childminder provides a warm and welcoming environment in which children feel secure and safe. The childminder is aware of her responsibilities with regard to supervising children in her care. Effective vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children. Written risk assessment identifies how potential hazards have been identified and addressed. The childminder is aware of her responsibility with regard to protecting children from abuse. Documentation is kept up-to-date and most required information is provided for and obtained from parents. The childminder makes sure that resources are appropriate to children's individual ages and stage of development and that toys are maintained in a good state of repair.

Policies and procedures are effective and inclusive for those children who attend. A range of written policies are provided for parents and a notice board is used to display a wealth of information that includes her Ofsted certificate, public liability insurance, fire evacuation procedures, safeguarding and complaints policies. Thereby, providing parents with up-to-date information about the way the service is managed. In discussion, the childminder explains how she ensures that the needs of children with special educational needs and/or disabilities, and for whom English is an additional language are met. For example, by gaining detailed information about each child's individual needs from parents and to work closely to meet them. The childminder encourages children to gain an understanding of the wider world, for example, she provides resources that reflect different cultures and disability and offers creative activities and books that explore differences in each other.

The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She has a basic understanding of self-evaluation and is beginning to develop systems to identify areas for improvement and the strengths of her service.

## **The quality and standards of the early years provision and outcomes for children**

Children play and learn in a bright, child-friendly environment, where they have opportunities to develop their independence. They access good quality equipment and resources which provide opportunities to develop across all areas of learning. They have easy access to the garden which ensures they have a balance of indoor and outdoor activities daily. They benefit from a good settling-in procedure that ensures they become familiar with the environment and childminder's family and minimises any separation anxiety. They confidently make their preferences and needs known and the childminder is skilled at identifying and meeting younger children's individual needs. Language skills are actively encouraged as lively conversations take place throughout all aspects of the daily routine and during play. During 'song time' younger children show their enjoyment by laughing and attempting actions and they show great delight when successfully completing 'pop-

in' jigsaws and playing musical instruments. The childminder shows interest and enthusiasm when answering questions presented by the children thereby developing creative thinking and problem-solving skills. Children develop social skills and they are learning to respect others' needs with support from the childminder. Creativity is promoted effectively as children have opportunities to play with sand, colour, paint and take part in messy play.

Written plans are in place and link to the areas of learning and observations are completed and kept in each child's individual portfolio. However, the information is not currently used effectively to build on what children can do and identify the next steps in their learning. Information is gained from parents at the onset of the placement but there are no ongoing systems in place to share information about their child's developmental achievements within the home or when in the setting.

Children's welfare is promoted well. They enjoy their time in the setting and achieve sound progress in their learning and development. Children move around the premises with confidence, obviously feeling safe and secure. They develop their understanding of keeping themselves safe through regular routines within the home and whilst out and about using facilities within the local community. Children are seen to understand personal hygiene routines, particularly before eating or after outdoor play, which protect them from cross-infection. Daily walks and physical play helps them learn to adopt healthy lifestyles. They are encouraged to make healthy choices about their food due to the childminder's provision of a varied diet and the availability of easily accessible drinks. The childminder has a good understanding of how to manage children's behaviour and as a result ensures they know how certain behaviour could hurt others. Children are encouraged to behave well through sensitive reminders of house rules, praised for kind deeds and respond well to the expectation to respect each other. Young children are able to take an active part in all activities and develop necessary skills for the future, such as playing together, sharing resources and taking turns.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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