

## Inspection report for early years provision

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<b>Unique reference number</b>	EY262692
<b>Inspection date</b>	01/03/2010
<b>Inspector</b>	Jackie Nation
<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 was registered in 2003. She lives with her husband and two children aged 10 and 12 years. They live in the Coventry area of the West Midlands. The whole ground floor of the childminder's home is used for childminding. This includes access to bathroom facilities. First floor rooms are not used. There is a fully enclosed garden available for outdoor play. The premises are easily accessible. Local shops, parks and schools are within walking distance. The childminder collects children from a local school. The family have a pet lizard and two guinea pigs.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. She currently has three children on roll in the early years age group and three children in the older age range. Children attend on various days. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides good opportunities for children to learn and develop within the Early Years Foundation Stage. Children are happy and relaxed as they learn through play in this welcoming and inclusive environment. Children's welfare is promoted and the childminder has developed good partnerships with parents and carers to ensure continuity of care and learning. The childminder shows a capacity to maintain continuous improvement by reflecting on her practice and has given some consideration to developing the system for self evaluation.

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

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

- develop further the quality improvement processes to monitor and evaluate the strengths and priorities for development that will improve the quality of provision for all children
- update the record of risk assessment to include any assessments of risks for outings and trips.

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

Children are safeguarded because the childminder is clear about child protection reporting procedures and the signs and symptoms of abuse. The childminder is vigilant with regard to safety issues and conducts risk assessments for the home and garden. She has appropriate safety equipment in place to minimise potential

risks to children. However, she has yet to devise risk assessments for places she visits with the children. Effective vetting procedures are in place to ensure adults in the household are suitable to have contact with the children. The childminder maintains organised and effective recording systems with regard to the children's attendance, medication and accidents to ensure children's welfare is promoted and their needs are met. All records are stored to maintain confidentiality.

Children are happy and relaxed as the childminder offers warm, affectionate care that supports their welfare and learning. There is good provision in place to encourage children to have a strong sense of belonging. The well arranged premises, indoors and outside, allow them to develop their confidence and independence. Children have opportunities to choose what they want to do and follow their own interests. The childminder is committed to ensuring the provision is inclusive for all families and partnership with parents and carers is good. The childminder works closely with parents from the outset gathering key information about children's individual care needs and parents' preferences. The childminder makes sure parents are kept informed about their child's daily routine and achievements through the use of a daily diary. She recognises the importance of working with other professionals in order to meet the needs of children and support children's continuity of care and learning. The childminder helps children to understand about the society in which they live through a range of outings, planned activities and resources that represent a diverse society.

The childminder demonstrates a commitment to ongoing improvement and has implemented the recommendation from the last inspection effectively. Consideration has been given to the self evaluation process which is in the early stages. She reflects on her practice to identify strengths and areas for development. The childminder is taking positive steps to ensure resources and the environment is sustainable. She makes good use of local amenities and children learn to recycle household materials which they use to make models.

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

Children achieve well and make good progress within the because the childminder plans a wide range of activities and outings which children enjoy. The childminder's interaction with the children is good and she clearly enjoys their company. The childminder demonstrates a good understanding of the learning, development and welfare requirements. She knows the children well and is fully aware of their individual interests, play preferences and achievements. The childminder has introduced a system to observe and assess children's progress. Children's starting points are discussed with parents and their progress is reflected in individual folders. The childminder uses the information gained from observations to plan and identify children's next steps in learning to ensure they move forward at a pace suitable to their individual needs.

The childminder has a good understanding of how children learn and recognises the learning opportunities in everyday activities. Children's personal, social and emotional development is fostered well. They are provided with experiences and

support to help them to develop a positive sense of themselves. Children's behaviour is sensitively managed and the childminder gives praise and encouragement to help support children's confidence and self-esteem. Younger children are encouraged to look at picture books to help develop their vocabulary and all children enjoy visiting the library bus. There are good opportunities for all children to develop their mark making skills and older children like to practise writing their name. Problem solving skills are encouraged as children access a range of puzzles, shape sorters and building bricks. Children's creativity is supported effectively, they enjoy painting, manipulating dough, art and craft activities, role play and dressing-up. Children enjoy frequent opportunities to play outdoors and develop their physical skills and confidence. They have access to a good range of resources in the garden, for example, sand and water play, bikes, bats, ball and skipping ropes. Children explore the local environment and visit places of interest. They enjoy walks in the local woods and outings to activity centres and museums. Overall, children have good opportunities to develop skills to support their future learning.

Children are learning to keep themselves safe as they take part in emergency evacuation procedures and discuss issues relating to road safety. Children's welfare needs are supported effectively. The childminder has appropriate parental consent in place for seeking emergency medical advice or treatment, she has completed first aid training and a first aid box is easily accessible. Children's good health and wellbeing is supported and positive steps are taken to prevent the spread of infection. Good attention is given to keeping the care environment clean and children adopt good personal hygiene routines. Children's dietary needs are met as the childminder ascertains relevant information relating to their individual needs and parents' preferences. Children learn about the benefits of healthy eating and the childminder provides nutritious meals, snacks and fresh fruit each day. Children's individual beakers are within easy reach to ensure they have regular drinks and remain hydrated.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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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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