

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY390933            |
| <b>Inspection date</b>         | 03/02/2010          |
| <b>Inspector</b>               | Tracey Marie Boland |
| <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.

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## Description of the childminding

The childminder registered in 2009. She lives in a suburb of Coventry. There are shops, park and schools within easy walking distance. The whole of the ground floor and the first floor bathroom are 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 and cares for children up to 11 years, on both a full and part-time basis. She is currently caring for five children. This childminder is registered by Ofsted on the Early Years and compulsory childcare register.

There is direct access to the home. She is a member of the National Childminding Association (NCMA) and is happy to take and collect children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have developed a good relationship with the childminder and are happy and settled in her care. She has some awareness and understanding of the Early Years Foundation Stage (EYFS) and provides children with a variety of activities and experiences that are appropriate for their ages and abilities. The childminder has daily communication with parents, and ensures all relevant information about their individual care needs is known, to enable her to meet their needs. Most required documentation is in place, and the childminder demonstrates some capacity for continuous improvement, although there are no systems currently in place to evaluate her practice or to involve the parents in the process.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- develop procedures to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 11/02/2010
- develop procedures to be followed in the event of a child going missing (Safeguarding and promoting children's welfare). 11/02/2010

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

- develop further the systems for maintaining information obtained from parents about their child's starting points and use this more effectively to plan for each child's next steps in their learning

- develop the involvement of parents in the self-evaluation process.

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

Children are appropriately safeguarded as the childminder has a clear understanding of her role and responsibilities in protecting children in her care from abuse and neglect. Her child protection policy is shared with parents, as are all policies, to ensure they are fully aware of the ethos of the setting. However, procedures are not in place in the event of a child not being collected or going missing, which compromises their safety and well-being. Effective vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children. The childminder carries out daily visual checks of the areas children use and daily visual checks of the home are completed and risk assessments have been completed to ensure that all potential hazards have been minimised.

The childminder provides parents with detailed verbal information about her provision to ensure that children's changing needs are met. They are provided with a range of policies and procedures which support her practice, and all necessary parental consents are in place ensuring parents wishes are met. Parents are kept up-to-date with their child's progress through discussion and some written information, which details activities they have been involved in. The childminder is fully aware of the importance of developing partnerships with other settings delivering the EYFS in order to provide continuity of care.

The childminder has attended some courses since her registration and is proactive in developing her practise. However, systems for reflective practice are in their infancy which means that her strengths and priorities for improvement have not been truly identified, nor are the parents views sought.

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

The childminder has an understanding of the Early Years Foundation Stage framework and that children learn through play and children make steady progress towards the early learning goals. The childminder discusses with parents their child's starting points in their learning and their overall individual needs, although no records are maintained. Some planning is in place, but this is not robust enough and does not enable the childminder to reflect on their individual interests and therefore plan for their future learning. Therefore, their individual needs are not effectively met with regard to their development. The childminder has developed a system for observing and assessing the children and their progress is shared with parents on an informal basis. Children have access to a range of learning opportunities. For example, they enjoy being creative and enjoy cooking activities, a variety of art and craft activities and planting and growing plants and seeds.

Children are happy and settled and enjoy warm relationships with the childminder.

Children enjoy spontaneous activities, both indoors and outside, and access electronic programmable toys and musical equipment. Communication, language and literacy skills are well-supported, as children enjoy looking at books with the childminder, and older children are supported with their homework if needed. Children enjoy plenty of fresh air, both in the garden where they access a variety of large outdoor equipment, and climbing apparatus when visiting the park where they are able to develop their balance and coordination.

All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with parents. Children develop an understanding of the wider world, through discussion with the childminder and resources that are representative of diversity. For example, books portray positive images of people in society and they learn about different cultural festivals throughout the year. Children behave in a manner that is supportive of their learning, and their confidence and self-esteem is promoted through the praise and encouragement from the childminder.

Children are confident within the daily routines and children develop good hygiene practices, such as hand washing at appropriate times throughout the day, such as after playing in the garden, before meals and after using the bathroom. Drinks are accessible throughout the day, and parents provide packed lunches for their children which are stored appropriately. Children are developing an understanding of how to stay safe, both in the home and when out. Familiar routines are followed, such as crossing the roads sensibly, staying close to the childminder. They also discuss stranger danger and their own personal safety. They practise the evacuation procedure so that they are familiar with what to do in an emergency.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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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