

## Inspection report for early years provision

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<b>Unique reference number</b>	504750
<b>Inspection date</b>	22/04/2010
<b>Inspector</b>	Lisa Parkes
<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 1993. She lives in Coventry with her husband and adult child. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently three children on roll, two of whom are within the early years age range. The childminder collects children from the local school.

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

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. They participate in a range of activities and display a positive sense of belonging. The childminder is beginning to work in partnership with parents and with others, however, relationships are not as fully promoted as they could be. Children are safe and protected through secure procedures and everyday practices. Although self-evaluation is in its infancy, the childminder displays a positive approach towards improvement.

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

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

- extend the use of observations and assessments to ensure they are used systematically to identify children's next steps in learning
- strengthen children's awareness of differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities by providing positive images, and by sharing a wider range of practices and special events
- develop the self-evaluation process to identify a wider range of priorities that will extend practice and continue to improve outcomes for children
- open up further opportunities for parents to have free access to their children's developmental records, and ensure their comments, and those of other Early Years Foundation Stage providers are incorporated into these records.

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

Positive steps are taken by the childminder in order to safeguard children and to promote their welfare. The childminder is aware of her roles and responsibilities in relation to child protection and knows what action to take in the event of a safeguarding issue. The childminder supervises children at all times and is vigilant.

Risk assessments of the areas accessed by children are routinely conducted. In addition, the childminder considers the risks before embarking on outings with the children.

The childminder implements a simple daily routine. She works with parents to meet children's individual needs, encouraging a two way exchange of information through daily discussions and diaries. The childminder utilises her time well and interacts well with the children. As a result, children benefit from sound levels of individual attention within a supportive environment. Children are content and happily pursue their own interests. They share responsibility for decisions as they choose their own activities.

The childminder is beginning to communicate with parents, other providers and partners supporting children to endorse their well-being; for example with practitioners that care for children in other settings delivering the Early Years Foundation Stage. However, the childminder has not yet explored how she can encourage parents to contribute towards their child's records. Similarly, the childminder is not yet incorporating any of the information she gathers during her discussions with practitioners from the local school nursery.

The childminder has addressed the actions and recommendations raised at the last inspection and this has had a positive impact upon children's experiences. The childminder has started to review some areas of her practice and identify aspects she intends to build upon. However, she has not yet introduced regular cycles of self-evaluation to ensure all aspects of her practice are considered, or that priorities for improvement are targeted accurately. The childminder promotes equality of opportunity sufficiently well to ensure children are supported to participate in all aspects of the provision.

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

The childminder demonstrates a secure understanding of each child's individual age and stage of development. She displays a warm approach and children respond well to the simple, daily routine. Children make steady progress in their learning and development. They are supported to make choices and subsequently feel some control over their day. Older children develop a sense of how to stay safe as they learn about road safety. Close relationships are observed and children receive warm and responsive care. Overall, children start to develop a sense of security and confidence within the setting due to positive interaction.

The childminder demonstrates satisfactory knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and how to promote children's progress. The childminder is aware of children's individual progress as she casually observes their interests and developing skills. However, systems for planning are informal and records of children's learning and development are in the early stages. For example, observations are not used as systematically as they could be to ensure learning priorities are identified and relevant learning experiences are planned for.

Children develop a stable understanding of the wider world and are equipped with the skills they need in order to secure future learning. Activities, books and walks around the local environment help children to develop a positive sense of themselves and others. However, the childminder is not yet making the most of opportunities that will encourage children to embrace differences. Children explore their surroundings with interest and they behave appropriately. Children are beginning to show an understanding about healthy lifestyles and their health, physical and dietary needs are adequately met.

Young children enjoy building towers with colourful bricks and knocking them down. They babble and gurgle into the toy telephone and attempt to echo the childminder as she speaks. Children like listening to stories and they point at the pictures and attempt to turn the pages. The activity centre is popular and children press the buttons and giggle as they dance in time to the music. Children have fun as they bang the drum, use crayons, complete simple puzzles and blow bubbles. Outside play is popular and children roll balls, look at the birds, spot aeroplanes and smell the flowers. Children enjoy cuddles and watch selected programmes on children's television when they want to relax. Children play and learn in a homely atmosphere.

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

<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