

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY424668     |
| <b>Inspection date</b>         | 12/10/2011   |
| <b>Inspector</b>               | Rachel Wyatt |
| <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 was registered in 2011. She lives with her husband and adult son near to Coventry city centre, close to shops, parks, schools and public transport links. The whole of the ground floor and a first floor bathroom and bedroom are used for childminding. There is a fully enclosed garden for children's outside play and opportunities for local walks and visits to parks.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder can take and collect children from a local school. She attends several toddler groups on a regular basis. The childminder is a member of a local childminding group and of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder has positive relationships with children and families, ensuring she gets to know and effectively meets each child's care, learning and development needs. Since registering as a childminder, she has devised and implemented robust procedures to ensure children are safeguarded, kept safe and are well looked after. The childminder successfully tracks children's progress but her planning for each child and the organisation of some resources are less well developed. However, the childminder is aware of these areas to improve as a result of her ongoing evaluations and commitment to enhancing her own knowledge and expertise especially through training, personal research and attending good practice sessions.

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

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

- improve the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals
- improve the organisation and management of books and toys to increase opportunities for children to select and use activities and resources independently and in order to extend their ideas and skills.

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

Children are fully safeguarded. The childminder has attended relevant training and has devised clear safeguarding policies. She explains these procedures to parents and gives them copies of all her policies, including safeguarding and complaints. The childminder is confident to promptly follow these procedures and local guidance in order to protect the welfare of any child she has concerns about. She also reassures parents and carers by explaining how she is registered and about her and others' suitability has been checked.

The childminder has made a good start to her childminding. She is well organised. Her documentation is comprehensive so she has all required agreements and information about each child and their family. Children feel a strong sense of belonging as she values their interests and characteristics, and praises their efforts. Their routines are well managed and she ensures children have fun. The childminder is well prepared for working with children with special educational needs and/or disabilities. Her assessment procedures ensure she knows how well each child is progressing in relation to their starting points and whether he or she needs additional support. The childminder is developing good contacts with other local agencies to whom she and parents can refer to for advice and guidance.

The childminder, in the main, effectively manages resources. She extends children's experiences by involving them in local community activities, walks and visits to parks. She has a good range of suitable and stimulating toys, books and equipment but at times these are not invitingly displayed or fully utilised to build on themes in children's play or to extend their learning. Overall, however, the childminder has shown a determination to drive improvement since she started childminding. In particular, she has enthusiastically followed up her own research and sought and acted on other early years colleagues' advice and ideas. These and her own self-evaluation have enabled her to highlight areas to develop, such as fostering children's choices and improving links between assessment and planning. Children also benefit because of her positive partnerships with parents and carers. She gives them helpful comprehensive information so they understand about her background, training and expertise and how she operates. Parents appreciate the welcoming atmosphere, the quality of her provision and the many opportunities to exchange information about their child's routines, activities and achievements. The childminder has also developed good links with other childminders, the local school and early years advisors, ensuring consistency for children.

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

Children really enjoy learning and make good progress. The childminder is welcoming, encouraging and supports children well so they are involved and interested in activities. Her effective assessment procedures ensure the childminder knows children's starting points and ongoing learning and development needs. However, she has not fully established clear links between her

assessments and planning so she does not always consolidate and extend children's understanding and skills. In other respects, the childminder organises rewarding activities at home and at other venues, ensuring children have an appropriate balance of child-initiated and adult-led activities. In addition, her tracking of children's progress helps her to identify and address any gaps in children's learning and she is increasingly confident about reflecting their individual interests in activities.

Children develop good skills for the future. The childminder reassures and encourages them so they settle well. She fosters children's ideas about play and their independence, for example, in eating and seeing to their personal care. Children behave well, responding to the childminder's clear expectations and praise. She effectively promotes her house rules so that young children learn respect for each other and about playing safely and harmoniously. They also learn about the wider world, taking part in local community activities, learning about others' lives and customs, and using resources which reflect positive images of diversity. Children become articulate speakers as the childminder interacts well with them, encouraging their responses and developing their speech, language, vocabulary and attentive listening. Children enjoy books and stories and love learning new songs and rhymes. Their counting and recognition of numbers, colours and shapes are fostered through books, activities and routines. Children relish sensory and exploratory play, such as playing with sand, water and dough. A visit to a local art gallery introduces a toddler to clay. Children enjoy cooking and help the childminder to select and buy fruit for their snacks. Children express their ideas through their role play and their paintings, drawings and collages.

Children's welfare is promoted well. Their care, health and dietary needs are clearly understood and effectively met by the childminder. She ensures each child has prompt appropriate treatment if they have an accident, become unwell or need medication. Clear records are kept and information discussed and given to parents. Children develop a sound awareness of the importance of leading a healthy lifestyle. They learn about good hygiene ensuring their hands are clean after nappy changes or going to the toilet, before and after eating, and after outdoor or messy play. All children are well nourished and make healthy choices about what to eat and drink. Babies and children have regular outdoor play and exercise. They competently climb, balance and use wheeled toys, enjoying a range of physical apparatus at the childminder's home and at other venues, such as nearby parks. Children are kept safe as the premises are secure and free from hazards. They are well supervised and the childminder's robust risk assessments and safety checks enable her to effectively monitor the safety and security of her home, equipment and all outings. Children develop a good understanding of how to be safe. The childminder takes full account of their age and abilities whilst they learn how to safely use toys and physical play apparatus. As part of her robust emergency plans she involves children in practise evacuations drills and discussions about fire safety. During walks children learn about road safety. The childminder's tailored settling in arrangements reassure parents and ensure children feel emotionally secure and confident.

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

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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|--|---|
| 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

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| <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**

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| 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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