

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411101
<b>Inspection date</b>	20/10/2011
<b>Inspector</b>	Karen 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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with her husband and two and a half year old child in Willenhall, Coventry. The ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outdoor play. The local schools and shops are within walking distance.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age group.

The childminder holds a level 3 childcare qualification and is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are warmly welcomed into this newly established setting where the childminder treats them with warmth and kindness. She promotes most aspects of children's care and education by valuing each child as a unique individual. Planning, observation and assessment systems are in place, but links to the early learning goals are not yet secure. The childminder builds sound relationships with parents to promote children's welfare. She has begun to use self-evaluation as an effective process for identifying strengths and areas for development, and indicates a sound capacity for continuous improvement.

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

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

- develop further the links between observation and assessment to map children's development on the pathway to the early learning goals.

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

Children are protected because the childminder has an appropriate knowledge of the signs and symptoms of child abuse. She has a written safeguarding policy which is available to parents to ensure they are aware of her role in keeping children safe. She has recently attended training to update her knowledge and to further enhance children's welfare. The childminding service is well organised, ensuring that the childminder can devote her time and attention to each child. Children's welfare is properly safeguarded by the childminder, who has a good knowledge of local safeguarding procedures and related issues, ensuring that all eligible household members have suitable vetting checks. Comprehensive risk

assessment is in place and effective action is taken to manage or eliminate risks. The childminder has devised a clear procedure for evacuating her home. The childminding service is supported effectively by a range of written policies and procedures and all required written records. The childminder demonstrates commitment and motivation to continue to make changes that improve the outcomes for children. She has recently established her childminding practice and evaluates play sessions to ensure each child can progress in their learning. She is developing ways to gather views from providers of the Early Years Foundation Stage. This demonstrates that she can reflect upon her practice in an effective way to gain an accurate picture of her strengths and areas for development. The learning environment positively promotes children's progression in all areas of development. For example, children make independent choices about their play because they are able to easily access toys stored in the conservatory on low shelving or in easy to reach drawers.

The childminder ensures that children have daily walks in the fresh air as they visit parks and local community groups. The childminder is looking at ways to increase visits to other groups so children can enjoy a wider range of social activities. She ensures that her home environment, play resources and equipment are available to all the children in her care. A particular strength of the childminder is her ability to restore harmony between children of differing ages and abilities. For example, she patiently encourages children to share favourite toys and ensures that younger children are fully supported and involved when a painting activity is initiated. All children thoroughly enjoy using the paints and sponges in different ways to create their own unique picture.

The childminder ensures that she understands each child's background, cultures and beliefs. She uses this knowledge when she encourages children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity. The childminder demonstrates a suitable understanding of partnership working with other professionals to promote consistent care, but this is not relevant to the children she cares for. Parents are offered high quality information about the setting, including a parents pack and copies of policies. They are aware of their child's activities and receive daily updates on activities and progress through the use of a daily diary. Parents have made comments that show the high respect they have for the service provided by the childminder. Sound relationships with parents and carers enable her to exchange information about the children and this ensures that the childminder can offer children appropriate support. Learning journals are used to share information with parents about their child's progress and development. They can look at these at any time and the childminder is happy to set aside time to discuss any issues.

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

The childminder has a good knowledge of child development. She places children's needs first, maintaining good standards of interaction to encourage learning through free play. She effectively develops children's communication skills, offering new words and repeating what children say to expand vocabulary. Children

confidently sing and dance to familiar songs and younger children clap and show great excitement as they join in. The childminder is particularly skilled in building children's confidence and self-esteem to support their progress in learning. She is proactive in recognising children's needs and providing the appropriate level of support to enable them to practise new skills without fear of criticism. For example, she effectively promotes sharing and turn taking as she encourages children of varying ages to play together.

Children show strong attachment to the childminder and actively seek her for comfort and support. Children develop their physical skills at the park and as they play in the garden. Planning is flexible and individualised to suit the ages and stages of development of the children attending and the childminding setting offers a good range of toys, games and equipment. Observation is recorded in the children's learning journals but is not yet currently linked to the Early Years Foundation Stage. However, the childminder uses her sound knowledge of child development to effectively identify the next steps in learning and how she will promote these.

The childminder teaches children about keeping safe. For example, she reminds them that they should walk in the house and not climb on the furniture in case they hurt themselves or each other. Therefore, children develop an understanding of dangers and how to stay safe. Children demonstrate that they feel increasingly safe and secure in the environment as they freely explore their surroundings and eagerly help with daily routines. Children's behaviour is managed very well. For example, children respond positively to gentle reminders that they should be nice to their friends, help to tidy up, and share toys. Children are becoming aware of healthy lifestyles and the relevance of hygiene practices. Ongoing discussions mean that young children understand the importance of daily practices, such as washing their hands after wiping their nose and before snacks and meals. Comprehensive documentation is maintained relating to all aspects of the daily routine. These include monitoring forms for sleep routines, accidents, medication and incidents. There are clear procedures in place, protecting the children's health and well-being. They are developing skills that will support them in the future.

## 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>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	3
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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### 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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