

## Inspection report for early years provision

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<b>Unique reference number</b>	EY430563
<b>Inspection date</b>	13/01/2012
<b>Inspector</b>	Jan Burnet
<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 2011. She lives in Coventry with her husband and two sons aged 13 years and eight years. The whole of the ground floor, the first floor bathroom and additional toilet and hand washing facilities, off the outdoor play area, are registered. A garden is also available for outdoor play. The family has one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time and of these, three may be in the early years age group. The childminder is currently caring for two children in the early years age group, one of whom attends school full-time. The childminder also cares for three older school children, of these two are aged under eight years. She is able to walk with children to and from the local school.

The childminder is a member of the National Childminding Association and holds a Level 3 early years qualification.

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

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of the Statutory Framework and the Practice Guidance for the Early Years Foundation Stage. She promotes children's individual developmental needs effectively across the six areas of learning and meets their care needs well. Health and safety systems are good. The childminder makes sure that all children are valued and included and information obtained from parents helps her to identify and address children's differences. The partnership with parents is good, but partnerships with other early years providers are not currently fully effective. The childminder is aware of her strengths and areas for improvement and uses this awareness well to review and improve her practice.

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

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

- develop the links with other early years providers in order to ensure full coherence of care and learning.

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

The childminder ensures that her premises are safe, warm and welcoming. Health and safety is given a high priority and potential risks have been addressed in practice and are included in a thorough risk assessment record. Necessary checks

for the childminder and her family have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. The childminder is aware of her responsibility with regard to protecting children from abuse and parents are made aware of her thorough safeguarding policy and the Coventry Safeguarding Children Board procedures and contact details. She makes sure that her safeguarding knowledge is kept up to date and attended training in 2011.

The childminder is aware of the benefits of self-evaluation and she demonstrates a strong commitment to improving her knowledge and skills. Her priority following her initial registration training was to complete additional courses on safeguarding and the Early Years Foundation Stage. She values the support of local advisors and other experienced childminders in helping her to review and improve her practice. Since registration the childminder has reviewed her risk assessment records and written policies so that they fully match practice which has been adapted to meet the needs of parents and children. Health, hygiene and nutrition are addressed well by the childminder but, in order to further improve her practice, she has booked food hygiene training. Resources are well organised and are chosen for their quality and durability. The childminder makes sure that these meet the different developmental needs of children well. Toys are maintained in a good state of repair. Required documentation is kept up to date and in good order.

Information provided for and obtained from parents is good. Valuable information is clearly displayed for parents and they are well informed about their children's achievements and progress. The childminder holds a level 3 early years qualification and has recent experience as manager of a pre-school group. She is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. The childminder has experience of working with other professionals to ensure that a child gets any additional support that they may need, such as, children with special educational needs and/or disabilities. The childminder is beginning to establish links with other early years providers in order to ensure continuity of care and learning for children, but this is at an early stage and so is not fully effective.

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

Children make good progress because the childminder has a good knowledge and understanding of how children learn and develop and she makes sure that they are challenged effectively. The childminder has been caring for early years children for only a short period of time and she has developed effective systems for obtaining information from parents and for recording children's achievements in order to plan next steps in their learning. The play environment is stimulating and well organised. The range of resources and activities meet the needs of children well and are organised so that children can easily choose and select. Boxes are labelled with words and pictures of the toys inside. Children are happy, settled and emotionally secure. Social skills are promoted well at the childminder's home and at groups and children are encouraged to consider others, share and take turns.

Opportunities for children to gain an understanding of difference are good, for example, resources reflect positive images and children learn about different cultures, traditions and beliefs.

Numeracy is addressed well in accordance with children's different stages of development. The childminder continually promotes counting to three with very young children and they learn to match colours. Older children recite numbers to 20 and the childminder promotes counting as part of daily routines. For example, she agrees with children how many more peas on their dinner plate they will eat and the child counts and eats the agreed amount. All children enjoy looking at books and the childminder regularly takes them to the library. Young children enjoy looking at picture books and ones that promote their senses. They make marks with their fingers in sand and as they stroke thick wax crayons onto large pieces of paper. The childminder promotes language development well.

Children's creativity is promoted well. They enjoy easy access to a good range of role play resources. Young children make the sounds of cars and trains as they play with them and they enjoy singing and moving to music. They explore the texture of a range of natural resources including pine cones, feathers, sand paper and brushes. A 'shiny box' is popular as it contains saucepans and metal dishes and children explore sounds as they bang them against each other. Young children notice their own reflection in the pans. Outdoor activities are varied at the childminder's home and at groups. Children practise catching and throwing skills, learn to kick with direction and learn to pedal and steer wheeled toys. The childminder teaches children how to keep themselves safe. For example, they know that they must look and listen before they cross the road and they learn why they should practise the fire drill. The childminder has developed effective systems to ensure children's good health and she uses her food hygiene knowledge well.

## 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

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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