

## Inspection report for early years provision

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<b>Unique reference number</b>	EY434834
<b>Inspection date</b>	07/03/2012
<b>Inspector</b>	Tracey 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 was registered in 2011. She lives with her husband and two children aged eight and 12 years in a suburb of Coventry. The whole of the ground floor and first floor bathroom is used for childminding. There is direct access to the childminder's home and a fully enclosed garden is available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a dog.

The childminder 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. There are currently six children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

Overall the quality of the provision is good.

The childminder is a caring, well organised person who nurtures each child so that they are fully included, feel safe and therefore thrive in her care. She has well written policies and procedures that fosters children's welfare and ensures positive outcomes for them. Partnerships with parents are excellent and they are fully involved in the children's care and learning. The childminder evaluates her practice to maintain good quality care actively seeking the views of parents. Safety has been addressed throughout and partnerships with others who provide the Early Years Foundation Stage are evolving.

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

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

- develop the systems for sharing relevant information when children receive care and education in more than one setting

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

Very good safeguarding arrangements are in place and the childminder has a firm understanding of the signs of abuse and neglect and the procedure to follow to ensure that a child at risk would be identified and protected promptly. Checks for all adults living on the premises have been completed and children are very well supervised. Children's well-being is a priority and the home and garden are safe and secure. Comprehensive risk assessments are in place that identify potential

risks and how they have been minimised. A concise fire evacuation procedure is in place, practised with the children, recorded and evaluated to ensure its ongoing suitability. Everyday routines and good planning help children to learn to keep themselves safe. They are well protected at times of minor accidents as the childminder holds a valid first aid certificate and maintains clear health records which are countersigned by parents. Dietary needs of individuals are well known and respected and the childminder is able to provide healthy, nutritious meals should they be required. At present, parents provide packed lunches for their children which are stored appropriately.

The environment is welcoming and the childminder uses the space well. As a result children can move freely and safely, they rest as they need to and make independent choices with regard to their play and the resources that are provided. The childminder has an excellent regard to equality of opportunity and diversity so that each child's needs receive a high level of consideration. Partnership working is not yet firmly established although the childminder is very aware of the importance of cohesive working and good communication to ensure all parties are kept informed and therefore able to plan for individuals. The childminder obtains detailed information about each child and there are effective means for the sharing of information with parents, for example, through newsletters, written information, verbal discussion each day and parents receive texts that reflect any achievements during the day.

The childminder is very motivated and enthusiastic and sees ongoing training and development in the childcare field as an important part of her continual improvement. Clear strategies for self-evaluation take account of the views of parents and questionnaires are used effectively to gain further feedback. This along with the childminder's self reflection ensures that the children are continually gaining the most from their time in her care and there is sustained improvement to the quality of the provision.

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

Children make outstanding progress in their learning and development as the childminder identifies their individual needs and interests and uses the information to effectively plan activities and play opportunities that interest, stimulate and equip children with skills for the future. Her interest in the children ensures that she knows them and their families well. A clear, concise routine of observation, assessment and evaluation means that children's progress is carefully monitored and their achievements consistently recognised and acknowledged.

Children's progress is very good in all areas of learning. They are very relaxed within the childminder's care and her skilful questioning encourages their thought processes and extends their language. Children thoroughly enjoy books and clearly have their favourites. One child identified the features of a bear on a woolly hat. She excitedly retold the story about bears and was animated and engaged. Children enthusiastically become involved in art and craft activities and recall how they made their caterpillars and ladybirds after their bug hunts using magnifying

glasses to look closely at the way the insects look and move. They follow the lifecycle of the frog and learn the importance of caring for living things, for example, when treating the family dog with respect and consideration.

Children feel very safe and secure in the childminder's care because of the excellent relationships they have formed. They develop a high level of understanding of how to keep themselves safe as they listen to clear explanations from the childminder and follow consistent routines, for example, road safety and stranger danger. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air whatever the weather and understanding the reasons for their hygiene routines. They use binoculars to observe and identify the birds and wildlife they see in the garden and the local area, for example, when bird watching and they talk about the foods birds eat.

Children enjoy strong links with the local community, visiting children's amenities, toddler and support groups and walking to the nearby shops and park. They develop a very good understanding of, and respect for, the lifestyles of others as they make use of a wealth of resources and activities that promote diversity. Their senses are continually enhanced through accessing the sensory garden at the children's centre and they learn communication in various means, for example, the use of basic sign language and key words in various languages that encourage communication with children who speak different languages. The high expectations of the childminder and the clear boundaries set mean that children behave very well. They are confident, inquisitive and enthusiastic because the provision effectively meets their needs and provides high levels of interest and enjoyment.

## 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	1
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	1

### 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	1
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	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met