

## Inspection report for early years provision

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<b>Unique reference number</b>	224282
<b>Inspection date</b>	16/01/2012
<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.

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 registered in 1989. She lives with her husband, an adult son and a 12-year-old son in Coventry. A primary school, pre-school and toddler group are within walking distance. The whole of the ground floor and a first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. The family has a cat.

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 four children in this age group. She also offers care to children aged over five to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from a local school and playgroups. She regularly attends local toddler activities and childminding groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and thrive because the childminder knows them well, as a result of her positive relationships with them and their parents. Formal tracking of children's development is at an early stage, which sometimes inhibits identification of gaps in their learning. However, overall children make good progress as they take part in rewarding activities, which reflect their interests and individual learning priorities. Apart from some minor omissions, the childminder's procedures are robust, ensuring each child's needs are fully met, they are safeguarded, kept safe and their health is promoted. The childminder's planning for improvement and self-evaluation are effective, ensuring the sustained development of her childminding.

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

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

- improve the educational programme by extending children's knowledge of their own and others' cultures and beliefs and by providing more opportunities for them to use information and communication technology and programmable toys to support their learning
- improve consistency in making systematic observations and assessments of each child's achievements to aid accurate planning for each child and in order to keep parents well informed about their child's progress
- update risk assessments to include any assessments of risks for outings and trips.

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

Children are fully safeguarded. The childminder has clear safeguarding policies and procedures, which she understands and follows. She knows how to take prompt, appropriate action if she has any concerns about a child's welfare or if an allegation of abuse is made against her. The childminder makes sure parents fully understand her safeguarding role as part of the information she shares with them when their child starts. The childminder ensures that parents understand how she is registered. She explains how her suitability and that of others are assessed, and tells them about her training and expertise. She also obtains all required agreements and information about children and their families before each child starts.

Children and families receive good quality childcare because the childminder reviews the effectiveness of her provision and takes action to make improvements. She ensures that she has the skills and knowledge to sustain changes by keeping up to date regarding early years issues through her own research and by attending good practice and training sessions. She follows up ideas to improve her procedures, such as fire and emergency arrangements, and to extend children's learning and development. The childminder is also well organised. As a result, children's routines are followed and are smoothly incorporated into enjoyable sessions. Children and families appreciate the welcoming atmosphere she creates. Children feel valued as the childminder encourages their choices and interests. They can readily help themselves to toys and resources. The childminder successfully interacts with them and supports each child, so that they remain involved and often concentrate well. She is also proactive about adapting her approaches and activities to give children additional help where needed and to help parents access appropriate sources of support and guidance.

Children attending other settings have consistency because the childminder has well-established links with other providers. In particular, she ensures that she has good relationships with parents and carers. New parents are given helpful information about how she operates, and the childminder regularly discusses each child's care, learning and development with his/her parents. As part of her development of her childminding, the childminder encourages parents' comments and views. It is clear from recent responses that parents and carers are very satisfied with her care for their children, the learning opportunities she provides and the effectiveness of her communication with them.

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

Children enjoy learning and are keen to join in rewarding activities, which increasingly reflect their interests and individual next steps. The childminder broadly knows how well children are achieving, as a result of her discussions with parents, interactions with children and her informal observations. Parents also feel

well informed about their child's activities and progress, appreciating the childminder's regular feedback, such as comments in their child's diary. The childminder identifies appropriate individual learning priorities for each child and follows these up in her planning and organisation of activities, toys and resources. However, her assessments and tracking systems are not yet rigorous enough to identify some gaps in children's learning. As a result, children have limited opportunities to use information and communication technology and to extend their understanding of the diverse backgrounds, customs and lives of others.

Overall, the childminder successfully promotes children's good progress in all areas of learning and ensures that they develop good skills for the future. Children's confidence, relationships with others and physical skills, in particular, are extended by taking part in various community activities. These include visits to toddler groups, the library and parks. Some children are taken swimming. Children are confident and sociable, become increasingly independent and readily decide what they want to play with. They are well behaved as the childminder ensures that they understand what is expected of them, so that they share, are polite and play harmoniously. Children become articulate speakers. The childminder interacts well with them, encouraging their conversations, descriptions and recall. She intervenes appropriately to support children who need additional help, in order to communicate well. Children become increasingly competent in using and recognising numbers. They enjoy practical opportunities to compare numbers, to identify shapes and colours and to tackle increasingly complex puzzles and matching games. Children are curious and like to find out how things work and change. For example, while children imaginatively act out scenarios during enjoyable small world and role play, they and the childminder talk about how cars move and work, the route they are taking and the buildings they see. They discuss preparing meals and different foods. Children enjoy cooking, when they also observe changes and discuss health and safety aspects of food preparation. Their understanding of healthy eating is consolidated during visits to the shops to buy fruit and vegetables and discussions at snack and meal times about healthy options. Children are physically active. They relish regular walks and outdoor play. They become increasingly competent in balancing, climbing and moving in different ways as they safely use physical play equipment and wheeled toys.

Children's welfare is effectively promoted. The childminder fully understands and meets each child's care, health, dietary and cultural needs. She obtains clear agreements from parents regarding their children's health and safety. The childminder has a current paediatric first aid qualification. She is well prepared for giving prompt appropriate treatment if a child has an accident, becomes unwell or needs medication. Children develop a good understanding of how to lead a healthy lifestyle. Hand-washing, toileting and nappy-change routines are well managed. Children adopt good hygiene practices and become increasingly independent in managing their personal care. They make healthy choices about what to eat and drink. Children are kept safe and it is clear that they feel emotionally secure, enjoying affectionate relationships with the caring childminder. Her home is safe, secure and comfortable as the childminder successfully uses her robust risk assessment and safety checks to minimise hazards. Outings are safe and effectively organised but are not recorded in the childminder's risk assessments. Other aspects of safety are well managed. Children behave in ways that are safe

for themselves and others because the childminder teaches them, for example, about water and road safety and what to do in an emergency. Since the last inspection, she has further developed her comprehensive emergency procedures to include regularly practised fire drills.

## 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	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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### 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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