

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415160
<b>Inspection date</b>	15/05/2012
<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 2010. She lives with her husband and child aged 23 months in a residential area of Coventry. The whole of the ground floor and the first floor bathroom are used for childminding. Access to the premises is via a few steps and there is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and a turtle.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children on roll who are within the Early Years Foundation Stage. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder holds a level 3 childcare qualification.

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

Overall the quality of the provision is good.

Children are happy, settled and have formed strong friendships with each other and the childminder. Their individual needs are very well known, and detailed observations of children's progress and achievements enable the childminder to plan effectively for their needs. An interesting variety of age-appropriate resources and activities are provided, and children's understanding of similarities and differences is continually encouraged. Parents are given feedback about their child's day, both verbally and in written form. All paperwork required for effective care of the children is in place and the systems for self-evaluation are still developing. Most issues relating to safety have been addressed.

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

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

- improve the recording of risk assessments for the home and garden, with regard to the use of drawing pins and the security of the garden gate
- improve the systems for the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

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

The childminder provides an interesting, challenging environment where excellent relationships have been formed between her and the children. Detailed information about the children is obtained by the childminder, and their individual care needs and routines are incorporated into the day, which encourages their feeling of security. The childminder demonstrates a good understanding of her role with regard to protecting children in her care from abuse and neglect, and a written child protection policy is in place and shared with parents. Clear routines are in place for the security and safety of the children and they are not left unattended with unvetted adults. Written risk assessments are in place and include outings. However, the childminder has not included the use of drawing pins within the home or assessed the security of the garden gate to ensure it is always secure while the children are outside. This may pose a potential risk. Their welfare is protected in the event of an accident as the childminder holds a valid first aid certificate and is able to deal with minor accidents appropriately. Health records are maintained and countersigned by parents.

The childminder provides parents with detailed written policies and procedures that clearly reflect her ethos of care. She ensures systems for communication are good and verbal and written feedback takes place each day, keeping all parties up to date with progress and achievements. The environment is relaxed, well organised and allows the children to move freely and confidently. The childminder demonstrates a good understanding of the importance of strong communication when caring for all children, especially where they may have special educational needs and/or disabilities. She has lots of experience of caring for children with specific needs, and obtains detailed information from parents to enable her to provide continuity of care. Parents are also encouraged to share information about their culture and family life. Children who speak English as an additional language are very well cared for and the childminder uses key words with all children to enable them to communicate and broaden their understanding of culture and language around the world.

The childminder is committed to developing good partnership working with other professionals to ensure each child's needs are met. She has formed very good systems for communication with other professionals at the local toddler groups that they visit. The childminder is aware of the use of self-evaluation and seeks the views of parents verbally. However, the information is still to be evaluated and used to develop and enhance the service she provides. The childminder demonstrates a commitment to continually develop her skills and knowledge of current legislation and practice through ongoing training and development.

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

The childminder has formed good relationships with the children and demonstrates an excellent understanding of their individual needs and preferences. Ample time is

spent getting to know parents and their children to ensure all are happy with the service provided. All required documentation needed for the effective care and welfare of the children is obtained. The childminder completes detailed observations of the children, both planned and spontaneous, and photographs reflect the broad range of activities they are engaged in. Assessments of the children's development are used effectively to identify and plan for their future learning needs.

Children's understanding of diversity and the wider world is encouraged and well developed through the resources, discussions, celebrations and activities they are involved in. They are learning key words in Polish as well as learning simple Makaton as another form of communication. Children's confidence is continually encouraged through the praise and positive reinforcement they receive. They are encouraged to take care of the toys, share and be kind to each other, and the childminder is a positive role model. They seek cuddles and affection, which compounds their feeling of safety. The childminder supports the children's learning with a wide variety of resources that are age appropriate, interesting and exciting. Children are able to self-select resources as they are stored at a low level, with labels and pictures reflecting the content of the boxes. Therefore, they can make informed choices with regard to their play. Activities are planned and adapted or adjusted depending on the interests of the children.

Children count in everyday situations and their understanding of letters and sounds is promoted through linking letters to their names and frequently used words. They develop their creative skills through the variety of art and craft activities and events they are involved in. They learn to use scissors with support, gaining control and coordination, and thoroughly enjoy using pencils and crayons when creating their own pictures. Children learn about themselves, recognising and identifying their features and using mirrors to talk about them and identify similarities and differences. Their understanding of safety is enhanced through the consistent routines they follow, for example, looking for cars when crossing the road and looking both ways to ensure the roads are clear before crossing. A clear emergency evacuation procedure is in place and smoke alarms are fitted and checked to ensure they are in good working order.

Children enjoy accessing the garden and get lots of fresh air each day, especially when visiting the local park and going for walks. They enjoy talking about the birds they see in the garden, listening to what they can hear and talking about the colours they can see. They visit groups in the area, accessing a wider variety of climbing equipment, trikes and push-along toys, and meet with other children to develop their social skills further. Children's care needs are addressed well and they learn to become independent with regard to hand washing. Nappy changing routines are appropriate and sensitive to the needs of the individual, ensuring their comfort and dignity is maintained. Children sit together for their meals and snacks, and mealtimes are a social occasion.

## 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	3

### 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	3
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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