

## Inspection report for early years provision

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<b>Unique reference number</b>	EY421898
<b>Inspection date</b>	19/06/2012
<b>Inspector</b>	Maureen A. McGillicuddy
<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 partner and two children aged four and seven years, in Coventry. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outdoor play and there is one small step to access the premises. There is no parking directly on the road.

The childminder is registered to care for no more than five children under eight years and of these, not more than three may be in the early years age group. She currently has three children on roll in the early years age range. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder is able to take and collect children from local schools and pre-schools. She 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 make good progress as they take part in interesting activities that cover all aspects of their learning and development. They are happy and settled and demonstrate a strong sense of belonging within the security of the childminder's home as they are valued and their individuality respected. Good relationships are in place with parents and carers. This ensures that children's individual needs are sensitively met. Current systems for self-evaluation are not fully implemented and some hazards are accessible to children outdoors, although, the childminder demonstrates a strong capacity for continuous improvement. The setting is well managed with all required documentation in place.

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

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

- develop the processes for evaluating the quality of the provision in order to identify strengths and prioritise areas for improvement
- ensure more detailed risk assessment is made and actions taken to manage or eliminate risks outdoors.

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

Children are safeguarded and well protected in the setting because the childminder has a good knowledge of local safeguarding procedures. She is informed about child protection and has the appropriate contact details available should she be concerned about a child. She has attended safeguarding training. The childminder carries out daily checks indoors and outdoors and most potential risks to children are effectively identified and minimised. However, some hazards are accessible to

children outdoors, as a consequence, children's safety is not fully protected. The childminder is aware of the potential risks and ensures that the children are well supervised during outdoor play. She arranges educational trips and outings for the children.

The childminder regularly attends training to support her knowledge and skills, for example, workshops on specific subjects, such as, food hygiene and implementing the Early Years Foundation Stage for childminders. She is committed to updating her childcare knowledge and takes part in training provided by local authority. She self-evaluates and is currently developing a more formal system to further improve her practice and outcomes for children. The childminder is knowledgeable about the Early Year's Foundation Stage and uses this well to support children in their learning. The environment is well organised. Children are able to choose what they would like to play with and can access some resources for themselves, such as books and role play. This means that they are able to thrive and make good progress in their development. Resources are within children's reach to support children's growing independence.

The childminder actively promotes equality and diversity. She has a good understanding of children's individual backgrounds and languages spoken. The childminder works very positively in partnership with parents and others involved in children's education at the local school and clubs that children attend, which means continuity of learning is well supported. Parents are very positive in their praise of the service and are fully informed of their child's development and progress. The childminder shares information regularly with parents to maintain an effective two-way flow of information. Attractive development records form a chronology of children's involvement in a range of stimulating activities and outings during their time at the childminders.

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

Children benefit from the kind, calm and caring approach of the childminder, who effectively supports them to make a positive contribution in the setting. As a result, children are settled and play happily in the childminder's care. They initiate their own play and make choices from the wide range of resources that are freely available to them. They are supported by the childminder to become independent, for example, seeing to their own toileting needs appropriately and putting on their own shoes for outdoor play. Good, warm and caring relationships between the childminder and children are evident. They communicate easily with each other and this helps children to enjoy and achieve. The childminder knows the children well and constantly praises their achievements and distracts them to other activities if needed. This positively promotes children's self-esteem and teaches them how to manage their behaviour.

The childminder plans a variety of stimulating activities which are based on the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities. Good opportunities are provided for children to develop their simple problem solving

skills and some children are very confident in counting beyond ten. Children play with a broad range of resources which positively reflect diversity. This helps them to develop an understanding of people's differences and similarities. They also benefit from a wide variety of activities outside the childminder's home. They frequently go for walks around the local community, to the park, children centre and attend the local soft play centre where they are provided with plenty of opportunities to socialise.

Children learn how to keep themselves safe on outings because the childminder teaches them how to cross the road safely. Children regularly join in fire evacuation procedures to ensure that they know what to do in an emergency. They are beginning to learn about good health and enjoy a healthy lifestyle. For example, they follow simple and effective hygiene practices from an early age, as they are encouraged to wash their hands and use individual towels at routine times. Children's good health and well-being is promoted effectively as the childminder obtains appropriate information from parents about the children's dietary needs on admission. The childminder provides a range of nutritious snacks which promotes healthy eating. There are regular opportunities for quiet times throughout the day and children rest according to their own needs and routines.

The childminder encourages children to learn about their wider environment. For example, children watch snails with a magnifying glass and in the garden were encouraged to observe and talk about insects they found. The childminder acts as a good role model as she interacts with them skilfully using a range of communication skills. This ensures that children develop good language, an understanding of numeracy and physical skills all which enable children to be effective learners 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	2
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