

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423428
<b>Inspection date</b>	14/06/2012
<b>Inspector</b>	Hayley Lapworth

<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 12 and 10 years. The family live in Copsewood in Coventry. The whole of the downstairs is used for childminding. 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 childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of four 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 four children attending in this age group. The childminder is also caring for children aged from 5 to 11 years. Children attend on a part-time basis. The childminder supports children who speak English as an additional language.

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

Overall the quality of the provision is good.

Children are happy in the care of the childminder. They settle well on arrival and engage in a range of experiences. Space is well organised and resources are attractively displayed. The childminder positively promotes inclusion is using a variety of methods to evaluate her service. Good partnerships with parents and other providers have been established. Information provided to parents is fully effective. Risks to children have been identified and minimised.

## **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 to cover anything with which a child may come into contact.

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

Children are safeguarded in most respects as the childminder ensures that all adults living on the premises complete appropriate vetting procedures. The childminder has developed a good knowledge and understanding of child protection issues, including procedures for reporting concerns. The childminder is always in close proximity to the children, which ensures they are always fully supervised. Parental consents have been obtained for the administration of medication and the childminder is aware of any legal restrictions and who has parental responsibility for the children in her care. The childminder organises her home and the garden to ensure children can access the toys and equipment independently. Most potential hazards within the childminder's home have been

minimised. However, she has not effectively included all risks in her written risk assessments. All children regularly participate in the practising of the emergency evacuation procedure. Therefore, their safety is enhanced as they know what to do in the event of an emergency.

There is good capacity for continuous improvement. The childminder has developed methods to determine the strengths and areas for improvement in the service she provides. This includes using questionnaires to ascertain the parents' views. The childminder acts upon suggestions made by the parents which strengthens the partnerships they share. Both actions raised at the last inspection have been fully addressed, which positively impacts upon the children's safety and well-being. Therefore, the outcomes for children and their families are improved. The childminder has a warm and caring approach and she demonstrates a positive attitude towards inclusion. The childminder demonstrates how she would support children with special educational needs and/or disabilities and effectively works with children who have English as an additional language.

The childminder is building working relationships with other providers where children attend more than one setting. As a result, the children are receiving a consistent approach towards their education and care. Partnerships with parents are secure. Parents' verbal and written comments about the care the childminder provides are all very positive. They share they especially appreciate how well organised the childminder is and enjoy the creative artwork their children bring home. They also share that the childminder effectively supports their children with learning English and how she works with them to help their children become independent in using the toilet. There is a good two-way flow of communication between the childminder and the parents, which helps to promote children's welfare and learning.

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

The childminder has good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She undertakes regular planned and spontaneous observations of the children's learning and links these to the six areas. She then effectively uses this information to plan for the children's next stages in their learning journeys. As a result, all children are making good progress across all areas of their development.

Children's communication, language and literacy skills are developing well. They are involved in many experiences where they look at written words. For example, they spend good amounts of time looking at books alone, with one another and listening to stories read by the childminder. Therefore, children are beginning to understand that print carries meaning. While looking through books, the childminder takes opportunities to further their learning by asking them questions that make them think. For example, she asks them about their recent experiences of planting seeds and she asks them if they know what the caterpillar will turn into. The childminder is intuitive to their verbal and non-verbal communication. For example, she helps children to remember the word 'butterfly' when children flap

their arms in answer to her question. Children's behaviour is good and they are also learning to feel good about themselves. The childminder regularly offers them verbal praise through their play and routines. For example, she praises them for putting on their shoes and being kind to their peers.

Children are beginning to gain a secure understanding of the world around them. They are involved in activities, such as planting and growing seeds. Through this activity they learn how to care for living things and understand why plants need water. The childminder introduces a topic each month which helps the children to learn about our natural environment and the changes through the seasons.

Children's understanding of their own safety is enhanced through conversations with the childminder. For example, she explains to them why they need to hold onto the pushchair when walking in the local community and how to safely cross the road. Children's good health is securely enhanced as procedures are in place to prevent the spread of infection. The childminder provides the children with individual hand washing resources and reminds them of the importance of hand washing regularly throughout the day. Children spend good amounts of time outdoors each day in the childminder's garden or at local parks and play areas. The childminder is qualified in first aid which means she can offer appropriate care in the event of an accident involving the children. Detailed health records are completed and children's specific medical needs are known by the childminder. Therefore, the children's general health is being promoted.

## 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

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