

## Inspection report for early years provision

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<b>Unique reference number</b>	258708
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Jennifer Turner
<b>Type of setting</b>	Childminder

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

## **Description of the childminding**

The childminder has been registered since 1996. She lives with her partner, adult daughter and three younger children aged twelve, seven and two years. They live in a house in Erdington, within walking distance of local shops, parks and schools. The whole of the ground floor of the property, including an upstairs bedroom and bathroom, is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for four children under the age of eight. There are currently seven children on roll of which five are in the early years age group. The childminder is registered on the compulsory and voluntary Childcare Registers. She attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association, holds an early years qualification and is accredited on the Children Come First and First Steps Network to take children in receipt of funding for early years education.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good with some outstanding aspects. Children's individuality is valued by this well-organised, caring and dedicated childminder, who has a wealth of resources and equipment to ensure all children have an enjoyable and stimulating time in her care. Policies and procedures are well-documented, accurate and reviewed to ensure children's safety and well-being. The childminder has conducted an honest appraisal of her strengths and areas for future improvement as part of an accredited award. She has made a positive start in implementing the Early Years Foundation Stage (EYFS) with regard to the welfare requirements, planning for children's learning, assessments and self-evaluation systems.

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

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

- develop the assessment arrangements for children with regard to their starting points.

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

Children are cared for in a safe and secure environment where their awareness of safety is very well fostered both around the home and on outings. The childminder ensures all areas of the premises are safe by thorough risk assessment, being vigilant and supervising the children well. She helps children understand how to keep themselves safe and maintain safety inside and outside the home. She discusses all aspects of road safety with the children as they walk to and from school by stressing the importance of watching, looking and listening. The

childminder gives very good consideration to fire safety and emergency evacuation and has written procedures in place.

Information on each child includes detail on their individual needs. However, detail from parents on what their child knows and can do is not requested initially at the start of the placement to ensure she is fully aware of their starting points. Children with special educational needs are fully involved in a wide range of activities and opportunities. Their development and care has been excellently promoted through the loyalty of the childminder. For example, she has been significantly involved in supporting children through the local authority inclusion scheme. Children are well-protected as the childminder has a good knowledge and understanding of safeguarding procedures. She provides parents with factual and correct up-to-date information on child protection issues. She also provides a written policy and procedure to ensure parents fully understand the adults' duty to protect children. The childminder has completed a child protection course and gives priority to safeguarding all children's welfare.

The childminder offers an inclusive service and welcomes all children into her care. She recognises the uniqueness of each child and aims to help all children feel good about themselves and develop to their full potential. She continues to develop her provision by regularly attending training. She has obtained accreditation to receive grant funding and holds awards on the Children Come First and the First Steps Networks. The childminder works closely with the local authority to assess and evaluate the quality of her provision. She holds an early years qualification and up-to-date first aid certificate as well as a good understanding of the actions she would take in the event of a child having an accident. She holds the relevant consents to seek emergency medical advice or treatment as well as who has parental responsibility for the children.

## **The quality and standards of the early years provision**

Children are valued and respected as individuals. Their individual routines are known and respected and the childminder has a very positive attitude to ensuring that all children are included and valued. They are welcomed into a lively, environment where they can play, rest, sleep and be active according to their needs. The childminder follows effective environmental health and hygiene procedures, meeting the children's physical, nutritional and health needs and allowing them to thrive and flourish. Physical activity is highly regarded and children are able to develop their physical skills as they take part in a wide range of activities on a daily basis. They visit toddler groups on a regular basis and enjoy playing in the garden using a very good range of equipment, such as climbing frames and trampolines. This helps children develop positive attitudes to exercise and promotes their health and well-being. Children are able to rest and play according to their own needs.

All children have access to a superb range of good quality toys and resources, which are suitable for their ages and stages of development. Resources have been carefully chosen to support children's play and are regularly checked for hygiene and safety. Toys are made easily accessible and at the children's level so they can

independently select resources. Children are very well-protected from possible harm or neglect because the childminder is knowledgeable about child protection. The childminder is careful to restrict other people's access to her home and to children whilst she is childminding. She has written policies and documents in place to ensure the children's welfare is safeguarded and promoted.

Children display high levels of confidence in their daily activities and are developing very good independence skills as they select stories for the childminder to read. They enjoy listening to the story of 'Spot the dog' or singing rhymes, such as 'The Wheels on the Bus' or 'Incy Wincy Spider'. They enjoy sociable lunchtimes with the childminder and become very absorbed in their activities. Children's early communication skills are extremely well-supported through high quality interaction with the childminder as she discusses the activities and talks about what they are doing. The children have opportunities to write for a purpose. They wrote letters to themselves, posting them to the childminder's home and were excited when the letters arrived. Children's understanding of shape, number and colour are naturally encouraged by the childminder during activities and daily routines. They delight in using every day objects to reinforce their learning such as threading and counting with dried pasta shells as they make their own necklaces. Children's creativity is fostered as they draw, paint and make collages. Using paint sticks they make dots on the paper and tell the childminder that their picture has 'chicken pox'.

Children planted grass seeds to make a potato head and they learn about their own and other cultures. Children's behaviour is good as they learn to share and take turns. The childminder encourages them to use their manners when asking for things. The childminder works successfully in partnership with parents to meet the needs of the child. Their needs are met as they follow their daily routine as discussed with parents. Information is shared informally at the beginning and end of each day and through the use of a daily diary; keeping parents up to date with their child's progress and ensuring continuity of care.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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