

## Inspection report for early years provision

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<b>Unique reference number</b>	EY292124
<b>Inspection date</b>	26/03/2009
<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder has been registered since 2004. She lives with her husband and their children aged six and seven years. They live in a house in Smethwick, on the outskirts of Bearwood close to local shops and schools. All areas of the property downstairs are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding ten children on a part-time basis who are within the Early Years Foundation Stage (EYFS). The childminder is a member of the National Childminding Association and the Sandwell Childminding Network. She holds a Level 3 qualification in Childcare and Education.

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

Overall the quality of the provision is good, with some outstanding aspects. The warm and child-friendly environment created by the childminder ensures that children are valued as unique individuals. Children enjoy a close bond with the childminder, and benefit enormously from the extremely strong and open relationships the childminder has with parents. This means that individual needs for their learning and development are addressed very well within the EYFS. The childminder's practice is fully inclusive and she has effective links with other providers to support children in her care. She is committed to developing and improving the service she offers and has procedures for self-evaluation in place.

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

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

- ensure details are held on who has parental responsibility for children and a clear procedure in the event a parent fails to collect a child.
- develop further systems for assessing children's learning and development to ensure all areas are covered over time.

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

Children's care, welfare and development are positively fostered because the childminder is committed to providing a family-orientated environment for the children in her care. She takes her role and responsibilities very seriously and is developing a professional but homely approach to her service. She takes advantage of the training opportunities offered to enhance her skills and knowledge in the EYFS. The childminder takes time to develop warm and caring relationships with the children in her care and demonstrates an excellent understanding of their needs, routines and interests. This knowledge is enhanced by the information shared by parents on admission. The childminder recognises

the importance of working in partnership with parents and keeps them informed about their children through the use of diaries, daily discussions and photographs taken of children engaged in activities. However, information regarding who has parental responsibility or the procedures to follow in the event a parent fails to collect a child is not maintained.

The childminder also understands the value of working alongside other professionals and arrangements are in place to work in partnership with other settings who deliver the EYFS to ensure that children with learning difficulties and/or disabilities are provided with appropriate levels of support. The childminder offers a fully 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. Children benefit from high levels of supervision and individual attention and flourish in the childminder's care.

The childminder has a good knowledge of safeguarding procedures and is fully aware of her responsibilities to protect the children in her care. Children's risk of accidental injury is minimised as formal risk assessments are carried out to ensure that any hazards are promptly identified and minimised. Children benefit from the effectiveness of the childminder's self-evaluation which contributes to the continuous improvement of the provision.

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

The quality of teaching and learning is good. Children benefit from the staff's very good understanding of the Foundation Stage and how children learn through practical, meaningful activities. Detailed planning is in place, which provides a range of interesting activities and experiences that cover all areas of learning. A good balance between adult and child-led activities allows children to learn at their own pace. 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 outstanding loyalty of the childminder. For example, she has been significantly involved in the writing and implementation of children's Individual Educational Plans and attends review meetings to aid the procedure of providing children with a statement of education.

Children are encouraged to show an interest in numbers and counting. They develop their mathematical skills through a wide variety of enjoyable, practical activities including songs, games, puzzles and solving problems. Children are helped to say numbers in the correct order as they count up to twenty and are beginning to recognise the numbers as well. Children achieve well in the area of knowledge and understanding of the world. This is because they work and play in an interesting environment. They look closely at similarities, differences, patterns and change. For example, each day they observe the life cycle of butterflies or pond life in the garden.

Effective planning ensures children's physical development is promoted and that they develop positive attitudes to exercise. They develop good levels of hand and eye co-ordination as they use a range of tools and equipment with confidence. For

example, using scissors and a peeler to peel potatoes for dinner. Children enjoy taking part in activities that develop their understanding of their own and other cultures as they follow themes and projects and celebrate a number of different festivals. For example, Chinese New Year, Christmas and Easter. Children use their imagination well as they engage in role play, pretending the large cardboard box is a fire engine.

Children develop their imagination as they take on different roles and have made fire engines and buses from large cardboard boxes which are used within their play. Children's thinking, listening and language skills are developed as high quality adult-child interactions are extremely supportive of children's communication skills. Children's language is developed extremely well as the childminder extends their language by introducing new words such as positive and negative forces as they replace the battery in a toy. They talk about the lungs helping you to breath and about the function of the brain. When the childminder questions a child about what the brain does, the child tells her, "the brain collect your hair".

## 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?	1
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>	2
<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?	1
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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.