

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY231650
<b>Inspection date</b>	05/01/2009
<b>Inspector</b>	Rachel Wyatt

<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 was registered in 2002. She lives with her husband and two adult children in the Sandwell area of Birmingham. The childminder works with her husband who is a registered childminder. The whole of the ground floor and a first floor bathroom are used for childminding. There is a step up to both the front and rear entrances of the property and stairs to the first floor. There is an enclosed back garden for outside play and access to nearby parks. Children also attend local toddler activities. Children can be taken to and collected from a nearby school, nursery and pre-schools.

The childminder is registered to care for a maximum of six children at any one time. She is registered by Ofsted on the Early Years Register and there are currently three children attending who are within the Early Years Foundation Stage (EYFS). The childminder also looks after children aged over five years and is registered by Ofsted on the compulsory part of the Childcare Register. There are currently five children on roll in this age group.

The childminder has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language. She is a member of the National Childminding Association. The family have some tropical fish and a frog.

## Overall effectiveness of the early years provision

Children are contented and settled. The childminder and her co-minder create a welcoming, nurturing environment. Strong partnerships with parents mean that each child's welfare, learning and development needs are identified, successfully met and their achievements are celebrated. Children benefit as the childminder is committed to the ongoing development of her childminding. She keeps up to date by attending required training and referring to early years guidelines. Recommendations made at the last inspection have been fully implemented and she effectively monitors different aspects of her childminding.

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

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

- develop further a system for evaluating the strengths and weaknesses of the childminding provision
- improve further the use of assessments so they are an integral part of planning for the next steps in children's learning.

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

Children are safeguarded as the childminder fully understands her responsibilities to promote all aspects of their health, safety and welfare. Robust safety measures ensure children's safety on the premises and on outings, and that the toys, equipment and resources they use are age-appropriate and well maintained. Robust risk assessments have been developed since the last inspection and include a floor plan highlighting safety measures which is given to parents. The childminder understands her role to protect children from harm and makes sure parents are aware of her safeguarding children procedures. She has required information about who can have legal access to children and who has parental responsibility. Robust collection arrangements are agreed with parents and with other settings the childminder takes children to.

Positive relationships are developed with parents and carers so they fully understand how the childminder and her co-minder operate. Displays in the setting include her certificate of registration, training certificates and information about the types of activities and experiences offered, including explanations of the aims of the Early Years Foundation Stage. Parents are very well informed about their children's activities because they have copies of plans, plus ready access to their child's delightful daily diary and individual progress record which includes examples of their work, photographs and brief observations. High priority is also given to talking to parents about their child. Parents are clearly very satisfied with the childminder's provision as evidenced in their written and verbal feedback.

Children are well looked after because all required information and agreements are obtained. The format, use and storage of documents ensure confidentiality is maintained. The childminder also uses reference material effectively to support her in her work such as guidance on different aspects of children's play or current information on first aid, infection control and notifiable diseases.

The childminder confidently monitors certain aspects of children's care and education, for example, through her safety checks and by consistently cross referencing children's achievements to developmental and Early Years Foundation Stage guidelines. However, she has not completed a full self-evaluation of the impact of her practice on all aspects of children's welfare, learning and development so has not got a complete overview of her strengths or of any areas for development.

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

Children are settled and confident, reassured by the childminder's warm and friendly manner. Her home is inviting and comfortable and children appreciate the good selection of toys, games and books, some of which they can help themselves to. Children enjoy a wide variety of activities both in the home and at other venues. The childminder's interest in what children are doing and her interactions with them promote their concentration and sustained interest.

Children are active learners. They take part in plenty of worthwhile exploratory play, discovering the different textures of play dough, oats, pasta, soil, sand, or water. They enthusiastically take part in cooking, mixing ingredients and observing changes. Children are physically confident and energetic. They go on walks and use different apparatus in the garden, at toddler groups or in local parks. Children's creativity and imagination are fostered well. They relish painting and gluing activities, dressing up and role play. Children develop a good awareness of the role of technology. During imaginative play they use realistic domestic 'appliances' and other programmable toys to support their learning about number, letters and sounds. Children love singing, rhymes and stories.

Children behave well. They respond to the childminder's praise and her realistic expectations expressed in her behaviour management policy. They have positive relationships because they are encouraged to share, take turns, be helpful and to play together. They learn about being kind and caring, including helping to raise funds for other children. Their positive attitudes about the lives and experiences of other people are effectively fostered through looking at books and playing with toys which appropriately reflect aspects of diversity. Children also behave in ways that are safe for themselves and others. They readily help to tidy up toys after a session, follow road safety rules when out walking, and are encouraged to use equipment correctly. Children know about the importance of a healthy lifestyle through good hygiene routines and by making healthy choices of food and drink at meal times.

Children make good progress. The childminder consistently records their activities and experiences and is increasingly cross referencing each child's achievements to an aspect of an area of learning. She and her co-minder have collated a wealth of meaningful information about each child. As a result she knows each child well, but is not fully confident to consistently use the results of her observations to help her to identify and to plan for the next steps in that child's learning. However, in other respects the information recorded gives parents a clear idea of their child's experiences and of ways they can follow up activities at home.

## 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>	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?	2
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

## **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.