

## Inspection report for early years provision

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<b>Unique reference number</b>	209820
<b>Inspection date</b>	26/02/2009
<b>Inspector</b>	Christine Holmes
<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).

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 was registered in 1997. She lives with her husband and children aged 16 and 11 years in the Wilnecote area of Tamworth, Staffordshire. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The premises are accessed through the garage and step up into kitchen.

The childminder is registered to care for six children under eight years at any one time. There are currently six children on roll, three of whom are within the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder has arrangements to support children with learning difficulties and/or disabilities. She has obtained a level 3 National Vocational Qualification in childcare.

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

Overall the quality of the provision is good. Well thought out spaces support and encourage children to be fully included in the setting and develop in all areas within a homely, yet child-orientated environment. Children benefit from the relaxed, calm and caring manner of the childminder who recognises and supports their uniqueness. Strong partnerships with parents and carers mean that each child's welfare, learning and development needs are identified and successfully met. The childminder is very aware of her strengths and areas for improvement and constantly strives to improve the outcomes for children.

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

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

- continue to develop links with other EYFS providers who share the care and education of children
- ensure the risk assessment covers anything with which a child may come into contact.

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

The childminder is well organised, creating a stimulating, accessible, child-focussed environment in which all children are included. Children benefit from her strong understanding and effective implementation of the Early Years Foundation Stage (EYFS). She is very experienced and skilful in supporting children, and as a result, children make good progress. She effectively monitors and evaluates her own practice. The recommendations from the previous inspection have been met and a detailed written self-evaluation completed. The childminder successfully identifies

her strengths and areas for improvement and has an action plan for improvement.

Children are safeguarded as the childminder fully understands her role in protecting children from harm and neglect. Safety within the childminder's home is a high priority. The childminder carries out daily visual checks of the premises and records her checks using a tick-sheet as a result, children are able to play safely. However, the written risk assessments do not cover all areas that the children come into contact with. Children's health is promoted well. Detailed arrangements are in place to ensure suitable action is taken in the event of injury or illness.

The childminder gives a warm welcome to parents and carers. There is a notice area that conveys information to parents. Comprehensive written policies are available so that parents and carers fully understand how the childminder operates. Good quality information is exchanged with parents and carers. This ensures children's individual needs are recognised and met and that parents and carers are very well informed about their child's activities, experiences and progress. Written statements from parents and carers demonstrate clearly that they are extremely satisfied with the care their children receive. The childminder has begun to make links with other EYFS providers who share the care of her children although these are not yet fully established.

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

Children are making good progress in their learning and development because the childminder has a very good understanding of their stages of development which enables her to support their learning successfully. She knows their likes and dislikes and their particular interests and she uses this knowledge very well to plan an interesting and varied range of activities that provide good challenges for all children. She observes their development and records the information well to assess the progress children are making and to clearly identify their next steps in learning.

Children are progressing well in all areas because all the educational programmes for each area of learning are fully promoted. Children have very good opportunities to become active learners. For example, children make boats and find out if they sink or float and explore the changes that take place when they freeze the leaves they have collected. They create on a large and small scale using large cardboard boxes to make models and attending pottery sessions to make their own cups. Children's interest in books and stories is fostered well with a vibrant range of books and props that promote children's positive awareness and understanding of diversity. Children's language and communication skills develop very well because the childminder continually captures opportunities to progress their development through modelling new language and encouraging children to express their thoughts and feelings. Children's interest in number and problem solving is encouraged through everyday routines and activities. Children develop a strong sense of belonging and independence. There are individual laminated table place mats, photographs to identify children's personal coat spaces and bright displays of their work to help them to feel their contribution is valued and that they are welcomed and respected. The dedicated playroom is set out to enable children to

initiate their own play in all areas of learning. Photographs of stored resources and toy library visits are used well by the childminder enable children to make further choices about the toys they play with.

A high priority is given to developing children's awareness of the principles of healthy living. The childminder involves children in clearing away after lunch which helps them to develop respect for their environment. The toilet area is attractive and welcoming to children with posters and equipment to support children's independence, and as a result, children are happy to spend time practicing good hygiene routines which include washing hands and brushing teeth. Children enjoy physical activities in and outdoors and enjoy fresh air on a daily basis. Good emphasis is also given to helping children to learn about keeping themselves safe through routines, activities and discussion.

## 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
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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.