

## Inspection report for early years provision

---

<b>Unique reference number</b>	405590
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Saida Cummings
<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).

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 2001 and lives with her family in a residential area of the Great Barr location of Birmingham. There are local shops, parks, playing fields, daycare settings and schools within walking distance. The childminder is able to take and collect children from local schools and daycare settings. Children are taken on local visits and outings. The family has two cats, a hamster and two pet rabbits.

The main areas used for childminding are situated on the ground floor, with bathroom facilities available on the first floor. There is a fully enclosed rear garden available for outdoor play. The childminder has procedures to support children with learning difficulties and/or disabilities. She is registered to care for five children at any one time and there are currently five children on roll within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also cares for older children. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the local childminding network and part of the inclusion project.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy, settled and have established positive relationships with each other and the childminder. They are cared for in a safe and homely environment, and their welfare is promoted in most areas. The childminder provides a range of stimulating activities for individual children and ensures she promotes inclusion throughout the sessions. She works in partnership with parents and carers to ensure that each individual child's needs and routines are met. Although the childminder has started systems for self-evaluation, these are not yet fully developed to ensure she is able to make continuous improvements in all areas.

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

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

- develop the self-evaluation systems further to ensure priorities for making improvements are identified and implemented in all areas
- develop planning for individual children by using the observations and assessments to help them move on to the next stage in their development and to ensure all six areas of learning are consistently covered.

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure that written permission is requested, at the time of the child's admission to the provision, for the seeking of any necessary emergency medical advice or

29/05/2009

treatment (Safeguarding and promoting children's welfare)

- maintain a record of aspects identified in the risk assessment that need to be checked on a regular basis and carry out a full risk assessment for each type of outing (Suitable premises, environment and equipment).

29/05/2009

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

Children's emotional and additional needs are well met and the effective organisation of space, resources and experiences has a positive impact on their overall learning and development. They are included, treated as individuals and are able to choose from a wide range of stimulating and interesting resources to instigate their own play. Inclusive practice is promoted as the childminder encourages children's positive self-esteem and adapts the activities accordingly to ensure all the children are able to join in at their own level. Children's confidence and self-esteem is encouraged through everyday activities and routines, such as independently putting on and taking off their coats and shoes. Positive relationships with the parents and carers ensure each child's specific welfare and education needs are met. They are kept well-informed of how their children spend their day and make many positive comments about the care offered to their children.

The childminder is developing her knowledge of the EYFS forming positive links with the local community to promote continuity of care for children. She has completed a Level 3 qualification in childcare and is committed to developing her knowledge and experience by attending appropriate and relevant training. Children benefit from the childminder's commitment to further development as she ensures any changes or good practice are implemented into the care provided. The childminder has a clear knowledge of Safeguarding Children procedures and ensures the home remains safe, suitable and child-friendly. Risk assessments are carried out but no records are kept of any potential hazards to children and how these are minimised. The childminder is generally well-organised and has developed most of the required records. However, she has not obtained written parental consents for seeking emergency medical advice or treatment to ensure children's health and well-being is assured. The written policies are personalised and provide useful information for parents and carers. However, although the childminder has started making use of various systems to help her evaluate the provision, she has not identified priorities for development in all areas to ensure continuous improvements are made.

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

Children are comfortable with the childminder and have built a warm and trusting relationship. They develop a strong sense of belonging as they make themselves at home and freely choose what they want to play with. They show interest in what

they are doing, play happily together and are beginning to learn how to share and take turns. Positive messages about our diverse society are seen as children use carefully chosen playthings and activities that reflect a diverse society. For example, they enjoy using the brightly coloured materials to dress up in Saris. They are aware of their boundaries within the setting and often receive praise and encouragement from the childminder who knows their individual interests well. Children's awareness of the world around them and the wider society is encouraged through a range of activities and visits. This includes regular visits to local children's groups where they have the opportunity to mix with other children of their own age.

The childminder plans activities for all children providing suitable challenges and respecting individual needs. However, she does not ensure the activities provided are linked to all the areas of learning. There are systems in place, although in their infancy, to observe and assess children's learning and development. However, these do not identify what is required to ensure individual children are given the opportunity to move on to the next stage in their development. Positive steps are taken to encourage children's good health and they benefit from healthy meals, snacks and drinks which are chosen specifically to ensure they are provided with a well-balanced diet. They enjoy being active when playing outside in the garden and taking part in local outings. For example, they enjoy going for walks in the local woodland, exploring and investigating the outdoor surrounding. During these times they love to hunt and look for various creatures, such as snails, caterpillars and worms. As a result, children are developing their knowledge and understanding of the natural world through their everyday experiences.

Children have opportunities to extend their creativity, problem solving skills and imagination. For example, they enjoy playing with the various dolls, pretending it is night time, lying them down, putting blankets on them to make sure their 'babies go to sleep'. Children have opportunities to develop their skills in communicating, literacy and numeracy through their everyday play and routines. The childminder constantly engages them in conversations and she shares books with them and encourages them to practise mark-making and writing skills when drawing and painting.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure parents or carers are provided with written safeguarding and complaints procedures (Providing information to parents) (also applies to the voluntary part of the Childcare Register).

29/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Providing information to parents).

29/05/2009