

## Inspection report for early years provision

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<b>Unique reference number</b>	EY316453
<b>Inspection date</b>	02/06/2009
<b>Inspector</b>	Permjit Tanda

<b>Type of setting</b>	Childminder
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## 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 has been registered since 2005. She lives with her husband and two adult children in Smethwick, West Midlands. The whole of the ground floor and the bathroom on the first floor is used for childminding purposes only. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of whom no more than three may be in the early years age group. She is also registered to work with an assistant and on these occasions may care for six children in the early years age group of whom two may be under one year. Currently, there are three children on roll in the early years age group and two older children who attend after-school. The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the local authority Childminding Network and also holds a Level 3 National Vocational Qualification (NVQ) in Childcare and Education.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. A warm and child-friendly environment created by the childminder ensures children are valued as unique individuals. Children's individual learning and development needs are addressed well within the Early Years Foundation Stage (EYFS). Systems to monitor and evaluate the quality of the welfare and the safety of the children are mostly effective. Strong and open relationships with parents and other professionals helps support children in her care. Effective practice of self-evaluation ensures priorities for future development are identified and addressed.

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

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

- extend children's learning through providing increased opportunities for children to question why things happen and explore concepts such as weight, capacity, floating and sinking through meaningful activities such as the sand, water and cooking activities

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

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.  
(Documentation)

25/06/2009

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

The childminder effectively organises her day around the needs of the children taking into account their individual care routines, sleep patterns and preferences. The space and resources are well organised to enable children to self-select resources and develop their independence. The childminder strives for improvement and to provide high quality care and education, she has recently completed a Level 3 NVQ in Childcare and Education. The childminder recognises the value of continuous quality improvement and how it impacts on children's achievement; she is enthusiastic about questioning practice and testing new ideas. The improved outcomes for children since the last inspection through implementing the recommendations made.

The childminder maintains organised and effective recording systems with regard to the children's details, attendance and implements a range of policies and procedures to ensure effective management of the service provided. The children's care environment is safe and secure as suitable safety equipment is fitted around the home and good attention is given to making sure toys and equipment are safe, clean and in good condition. However, a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review of incident is not maintained, which is a requirement of the Early Years Foundation Stage. The childminder has a good understanding of the Local Safeguarding Children Board procedures and the possible signs and symptoms of abuse. There are effective procedures in place to ensure any assistants having unsupervised access to children are suitable to do so.

The childminder takes time to develop warm and caring relationships with the children in her care and their parents, which helps her meet their individual needs and value and respect parents' wishes. They receive detailed information about the early years provision and its policies and are kept well informed about their children's achievement and progress through discussion and sharing children's records. The childminder understands the value of working alongside other professionals and agencies to meet the needs of children in her care. Effective systems ensure children with learning difficulties and disabilities are supported well. Children are valued and their diversity is respected through offering support and making adjustments when and where required.

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

Children are welcomed into an environment where they enjoy a special relationship with the childminder, which gives them the reassurance to feel safe and cared for. The well organised routine ensures children receive a broad range of experiences around the six areas of learning and therefore they make good progress in their learning and development. Regular systematic observations and assessments of each child's achievements and interests helps the childminder identify learning priorities and plan suitable learning experiences.

Children's personal social and emotional development is successfully promoted.

Children are confident within their environment and show a real sense of belonging. They are sociable and play well together sharing and taking turns. They increase their self-help skills through everyday routine and learn to enjoy mutually respectful relationships with the childminder and each other.

Children's communication, language and literacy is supported well. A wide selection of books which are made readily available along with regular story sessions increases the children's fondness for books. Children's thinking, listening and language skills develop well due to the good quality adult-child interactions which helps support children's communication skills. There are effective systems in place to support children who speak English as an additional language. Children enjoy linking sound and letters through singing rhymes and through the childminder drawing their attention to the similarities in sounds at the beginning of words and emphasising the initial sound.

Children's problem-solving, reasoning and numeracy skills are developing well as they work with numbers, count, sort and match through everyday routine and through using a variety of resources such as puzzles, threading, balancing toys, shape blocks and numerous interesting problem solving games. Children learn early calculation through singing their favourite number rhymes and through using objects and games. Children enjoy playing with the sand through filling beakers and buckets at their own leisure. However, opportunities for children to further extend their learning and to question why things happen and explore concepts such as weight, capacity, floating and sinking are not always fully explored.

Children enjoy opportunities to be creative as they paint, draw, colour, manipulate dough and enjoy gluing activities. They sing nursery rhymes and make music using a variety of percussion instruments. They extend their imagination through role-play activities and through using a variety of small world toys such as cars and people. Children learn about their natural environment through observing changes and collecting objects of interest.

Children's good health is promoted through effective health and hygiene routines. Children are well nourished and a range of nutritious snacks and meals are provided. Children enjoy energetic physical activities both indoors, outdoors and through regularly using the local park, which contributes to their health and well-being. They successfully develop skills that contribute to their future economic well-being through making good progress in their communication, language and literacy and mathematical development.

## 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

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## **Annex B: the Childcare Register**

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

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