

## Inspection report for early years provision

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<b>Unique reference number</b>	EY300835
<b>Inspection date</b>	16/10/2009
<b>Inspector</b>	Christine Holmes
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder has been registered since 2005. She lives with her husband and two children aged 12 and 15 years in Lichfield, Staffordshire. The whole of the premises is used for childminding purposes and there is a fully enclosed rear garden for outside play. The premises is accessed from steps leading up to the front door.

The childminder is registered to care for four children at any one time. There are currently five children on roll, four of whom are within the early years age range, all of whom attend on a part time basis. 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 takes and collects children from local schools and pre-schools and is working towards a Level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are suitably met. They make generally satisfactory progress in their learning and enjoy their time in this inclusive setting. Positive relationships are developed with parents which supports a regular exchange of information to adequately support each child's individual welfare and learning needs. The childminder shows clear commitment to developing her practice through attending ongoing training which provides a sound basis for her capacity to maintain continuous improvement.

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

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

- ensure the complaints procedure contains all the required information (Safeguarding and promoting children's welfare).
- 02/11/2009

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

- match observations of children's progress to the expectations of the early learning goals in order to plan relevant experiences in order to help children make as much progress as they can
- draw on the full range of quality improvement tools available, for example, Supporting children with speech, language and communication needs, (The National Strategies, Early Years)
- work in partnership with parents and other agencies to ensure children get

the support they need to make as much progress in their development as they can.

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

Children are safeguarded because the childminder has an adequate understanding of child protection and of her own responsibility to protect children's safety and welfare. She conducts suitable risk assessments and takes action to manage and eliminate risk which ensures children are safe in and outdoors. She provides parents with most of the required information about her setting and obtains from them all the necessary information she needs to care for their children which contributes to safeguarding their welfare. However, there is some detail missing from the complaints procedure. There is a suitable range of resources available, some of which show positive images of the wider world with regard to culture, race and disability which contribute to supporting children's learning of diversity and respect for others. In general, the childminder makes a suitable range of resources freely available so that children can make some choices and decisions in their play.

The childminder is striving to ensure the setting is inclusive to all. She is developing her knowledge and understanding of child development which is helping her to identify and meet children's individual needs. However, she is not yet drawing on the full range of Early Years Foundation Stage (EYFS) quality improvement tools available to further support her understanding and knowledge. Positive relationships are developed with parents and contribute to the continuity of care for children. In some instances the childminder works well in partnership with parents to support children's learning. For example, when developing children's independence in toileting. However, in other areas, particularly in speech and language development the childminder works less effectively with parents and other agencies to support children's progress.

The childminder demonstrates a clear commitment to develop her practice in order to improve outcomes for children. Since the last inspection she has developed a sufficient knowledge of the EYFS, and as a result, outcomes for children are satisfactory. The childminder is continuing to work towards a Level 3 child care qualification and is developing a clear focus for future improvements.

## **The quality and standards of the early years provision and outcomes for children**

Children are making generally satisfactory progress in their learning overall. Their emotional well-being is supported well because the childminder is very caring in her approach and spends her time positively interacting with the children. Children are becoming independent and active learners because the childminder is encouraging them to make some choices about their care routines and what resources they play with. For example, the childminder asks what under clothing a child wants to wear as part of her support to develop independence in toileting. Children initiate their own play and follow their own interest with the selection of

resources the childminder has set out in the play room. Children clearly enjoy moving their bodies to the different sound they make with musical instruments which supports their creatively and physical development. They develop their interest and understanding of simple technology through using interactive toys which also support their interest in number, colour, size and sound. The childminder is beginning to plan experiences around children's individual interests. For example, following a child's avid interest in a helicopter landing close to childminder's house she provides small world resources, including helicopters which supports imaginative play and development.

Children have some opportunities to support their awareness of the wider community through the use of resources and trips into the local community. They take part in art and craft activities and some simple cooking activities. Their communication skill are developing as they look at books and sing songs. The childminder encourages children to develop an awareness of sound when they play with toy animals and she spends time to understand children's attempts to communicate. However, whilst the childminder has begun to make some observations of children's progress she is not yet matching these observations to the expectations of the early learning goals in order to monitor children's progress and identify their learning priorities in all areas of learning. This hinders her ability to plan to relevant experiences. It also hinders her ability to work in partnership with parents and other agencies to ensure children get the support they need to make as much progress as they can.

Children's understanding of healthy lifestyles is suitably supported. The childminder is developing her provision of healthy snacks and meals and she ensures children are able to drink freely throughout the day. Children have regular opportunities to become active and enjoy fresh air. They enjoy kicking balls in the open field that adjoins the childminder's premises and they enjoy jumping on the trampoline in the childminder's garden. Daily routines are in place to foster children's awareness of personal hygiene and good use is made of the lounge to provide children with a quite and undisturbed sleep if required. Children demonstrate they feel safe in the childminder's care. They follow familiar sleep and eating patterns and they are confident to interact with the childminder, her husband and visitors. Children are suitably supported to develop an awareness of their own and others safety as they watch the childminder implements her daily safety checks. The childminder uses praise and encouragement to help children to learn to share, take turns and show consideration to others as they move around and play.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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