

## Inspection report for early years provision

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**Unique reference number** 255118  
**Inspection date** 16/03/2010  
**Inspector** Christine Holmes

**Type of setting** 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.

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## Description of the childminding

The childminder has been registered since 1997. She lives with her husband and daughter in West Bromwich, West Midlands. The lounge, conservatory, kitchen, upstairs bathroom and rear garden are used for childminding purposes. The family pets include a cat and a bird. The premises are accessed via a number of steps.

The childminder is registered to care for six children under eight years at any one time. There are currently five children on roll, four 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 collects children from a local school and nursery and attends five local carer and toddler groups throughout the week. She also uses the local toy/book library. The childminder holds a Childcare and Education qualification. She has arrangements in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children take part in a very varied range of activities and experiences that help them to make good progress in their learning and development. The childminder is currently establishing her systems to match observations of what children can do to the expectations of the early learning goals in order to identify their next steps in learning. She develops very positive relationships with parents to ensure each child's individual needs are met well. Established links are in place with other local Early Years Foundation Stage providers to promote continuity in care and learning for children who attend more than one setting. Policies and procedures are effective and demonstrate a strong commitment to the welfare of all children. The risk assessment is mostly effective in covering all things that children come into contact with. The childminder demonstrates a strong commitment to developing her practice through ongoing training which provides a strong basis for her to maintain continuous improvements.

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

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

- develop further the systems to match observations of what children can do to the expectations of the early learning goals in order to identify their next steps in learning
- ensure risk assessment covers all things that children come into contact with, in this case the garden wall.

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

The childminder is effective in safeguarding children because she has established, through training, a strong understanding of the issues and procedures in relation to child protection. Risks and hazards are minimised within the setting, for example, safety gates are used to restrict children's access to the stairs and kitchen. In general, all information is contained within the written risk assessment, although the risks and hazards associated with the garden wall are not. Policies and procedures are comprehensive, shared with parents and promote the welfare of children.

The childminder has much experience of childminding. She establishes strong links with other Early Years Foundation Stage providers and attends many training events. She makes good use of these experiences to reflect and evaluate her practice. Recommendations from the last inspection have been addressed and the childminder has made a number of well-targeted improvements, for example, providing parents with updated comprehensive information about safeguarding children. This demonstrates a strong capacity to make continuous improvements.

The childminder promotes an inclusive environment. Useful information is gathered at the time of placement about children's needs and what they are able to do. Clear arrangements are in place to support children with special educational needs and/or disabilities and children with English as an additional language. The use of resources within the local community is very effective in providing different toys and resources for children to play with. Every day of the week the childminder takes children to local venues which greatly enhance their experiences. Children benefit from attending two local children's centre's where they play with an extended range of resources and take part in planned experiences. Children rest and sleep as required in the childminder's setting. They move between the lounge, hall, kitchen and conservatory playing with a suitable range of toys, including a good range of resources that support their understanding of the wider world.

Partnerships with parents are very established as most children are siblings of older children the childminder has cared for, and most children have been in the childminder's care since they were babies. Partnerships with other settings are established and specific information is shared in relation to individual children. This supports continuity in children's care and learning. Parents comment very positively on the range of activities and the information they receive about their children.

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

Children are happy and comfortable in the setting and develop very positive relationships with the childminder and the other children who attend. They are confident to approach the childminder to ask for things or join in activities. They enjoy a full range of activities, both adult-led and free choice, in and outdoors. The

childminder gets to know the children very well through observations and discussion with parents. This enables her to develop a clear understanding of how she can help them to progress in their development. She is currently establishing systems to record children's progress and their next stage of learning.

Children demonstrate their growing independence as they go into the front lounge and initiate their own imaginative play with the bricks and small world resources. They demonstrate that they feel safe in the environment as they confidently toilet independently. They show consideration for others, particularly towards younger children in the childminder's care. They show good understanding about the need to share and take turns and to follow simple instructions. Children receive lots of praise and encouragement for their efforts which helps them to develop good levels of self-esteem. Children enjoy learning about different festivals and celebrations and use a wide range of resources that help to value and develop their awareness about similarities and differences in themselves and others.

Children have a range of opportunities to count and recognise numbers and letter sounds through resources and activities such as songs and games. During their play children are encouraged to use language to describe colour, size, shape and number. Children develop their communication skills as they talk to the childminder and each other. They benefit from taking part in daily singing sessions, story time and looking at books at local venues and at the childminder's setting. Mark-making materials are available and children enjoy using them in their play. Children play with a good range of interactive toys that help to develop their interest and understanding of simple technology, as well as supporting other areas of learning.

Children take part in a wide range of planned visits. They look at books to identify the animals and the sounds they make before they make their planned visit to a children's farm where they see and handle the animals. Children enjoy a visit to the fire station and a visit from community police officers which helps children to become aware of their local community and how other people help to keep them safe. Planned activities such as cooking and cake decorating encourage children to be creative and to note changes that take place when ingredients are mixed and cooked. Children take part in a wide range of creative and imaginative activities at local childcare venues and within the childminder's setting.

Children have many opportunities to learn about a healthy lifestyle. They have a choice of fruit for their snack and engage in activities where they talk about and prepare different fruits. They understand why they should wash their hands at certain times. They participate in physical play with the small range of equipment available indoors as well as outdoor activities. Children have many opportunities to develop their small muscle skills, for example, using tools to paint and stick with and joining and separating small construction pieces.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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