

## Inspection report for early years provision

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<b>Unique reference number</b>	EY319114
<b>Inspection date</b>	04/02/2010
<b>Inspector</b>	Jackie Nation
<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 was registered in 2005. She lives with her two children aged nine and five years. They live in the Bearwood area of Smethwick. The whole ground floor of the childminder's home is used for childminding. First floor rooms are not used, except for access to the bathroom. There is a fully enclosed garden available for outside play. The premises are easily accessible, via one step at the front entrance. Local shops, parks and schools are within walking distance. The childminder is able to collect children from local schools and nurseries. She also visits the library, local woods and activity centres. The family have a pet cat. The childminder supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. She currently has three children on roll who are within the Early Years Foundation Stage (EYFS) and seven older children who attend before and after school. All children attend on various days. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are content and enjoy their time in the childminder's care. They have access to a wide range of resources and experiences to help them make sound progress towards the early learning goals. Children have fun and enjoy their time at this inclusive setting and benefit from good partnerships with parents and carers. Most of the required documentation is in place. The childminder has started to evaluate the quality of her childcare provision, and is beginning to evaluate her practice. She has a clear understanding of her strengths and areas she would like to improve.

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

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

- complete a paediatric first aid training course which is approved by the local authority and consistent with guidance set out in the Practice Guidance for the Early Years Foundation Stage, (Qualifications, training, knowledge and skills) (This applies to both parts of the Childcare Register).
- 26/03/2010

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

- develop further the quality improvement processes to monitor and evaluate the strengths and priorities for development that will improve the quality of provision for all children
- update the record of risk assessment to include assessments of risks for outings undertaken with the children.

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

The childminder has a secure understanding of her responsibility to protect children in her care to ensure that their welfare is safeguarded. She has attended safeguarding training and has a written policy in place which is shared with parents. The childminder has ensured all members of the household undergo vetting procedures to confirm they are suitable to have regular contact with children. The care environment is safe and secure and risk assessment procedures for the premises are sufficiently robust to ensure children's safety. The childminder is vigilant about children's safety while on outings; although she has yet to update the risk assessment for the places she visits with the children. Most of the required documentation is in place and maintained accurately, for example, attendance, medication and accident records. Documents are kept secure and are well organised. However, the childminder's certificate for paediatric first aid has expired. Whilst she has previous knowledge of how to administer first aid, and has arranged further training, this is a breach of a specific legal requirement.

The childminder demonstrates a sound understanding of inclusive practice and knows the children well. There is good provision in place to encourage children to have a strong sense of belonging. Children's needs are met well, because the childminder organises her day around their individual care routines. The childminder has considered how to organise her home to ensure toys and resources are easily accessible to children and therefore promoting choice in children's play. A selection of interesting posters are displayed and used for reference, these further support children's learning and interests. The childminder helps children to understand about the society in which they live, through a range of outings, activities and making resources available which reflect positive images of culture, gender and disability.

Partnerships with parents and carers are good. The childminder works closely with parents from the outset gathering key information about children's individual care needs and parents' preferences. Parents are kept informed about their child's care, well-being, progress and achievements each day. They receive comprehensive information about all aspects of the provision and are provided with written policies and procedures. The childminder regularly seeks the views of children through discussion and by providing an evaluation form for their parents. Feedback from parents indicates that they are happy with the provision and the 'warm, safe, and friendly childminding environment'. The childminder also liaises with other settings including schools and nurseries to further support children's continuity of care and learning. Consideration has been given to the self-evaluation process and the childminder has started to monitor and evaluate the setting and is beginning to

identify her strengths and any areas for improvement. However, these systems are new and have yet to be consolidated to ensure ongoing continuous improvement. The recommendation made at the last inspection has been acted on and this improves outcomes for children with regard to their safety and well-being.

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

The childminder has a secure understanding of the EYFS learning and development requirements and as a result children make sound progress towards the early learning goals. She has effective observation, planning and assessment systems in place to support children's learning and development. Children's starting points are recorded and observations are used to plan the next steps in their learning. Planning is guided by a wide range of topics, children's interests and preferences and covers all areas of learning. Children's progress and achievements are recorded in delightful 'Story books'.

The childminder recognises the learning opportunities in everyday activities. Children are active learners and they eagerly take part in the varied stimulating and practical activities provided for their achievement and enjoyment. Children are developing a positive sense of themselves and of others. They develop social skills and confidence as they explore the local environment and visit a local playgroup and music group. The childminder is keen to provide opportunities for children to encounter plants and objects in their natural environment with regular visits to local woods, parks and botanical gardens. Children's language skills are developing well through good interactions during play, reading stories and looking at picture books to stimulate their thinking. There are frequent opportunities for children to make marks through art and craft activities, using paint, play dough and crayons. Children use resources to develop their imagination and enjoy role play. They play with kitchen equipment, play food and access dressing up clothes. Children's understanding of numbers and problem solving is fostered during daily routines, they look for numbers in the environment and explore shape, size and colour during play. Children are learning about diversity by experiencing meaningful activities relating to different cultures and festivals, for example, Hanukkah and Chinese New Year.

The childminder supports children in learning good behaviours, she has a calm, consistent approach and encourages children to share, take turns and develop positive friendships. Warm trusting relationships between the childminder and children help them to develop a sense of well-being and security. Children are praised and encouraged in their achievement and this helps to boost their self-esteem and confidence. They are developing an understanding of adopting sound personal hygiene practices through well-established daily routines. Effective procedures are in place to prevent the spread of infection, including procedures for the exclusion of sick children. Children learn how to keep themselves safe, for example, they learn how to evacuate the premises safely. The childminder talks to children about road safety, stranger danger and how to stay safe while playing in the woods and parks where they use more challenging equipment. Children enjoy a varied, healthy diet that includes fruit and well-balanced home cooked meals.

Regular drinks are provided in suitable containers to ensure children can have a drink whenever they require. Children successfully develop skills that contribute to their future economic well-being through making satisfactory progress in all aspects of their learning.

## 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	2
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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:

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:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 26/03/2010

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 in the compulsory part of the Childcare Register (Welfare of the children being cared for). 26/03/2010