

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334925
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Rebecca Johnson
<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 2006. She lives with her husband and two children aged nine and six years in a house in Halesowen. There are shops, parks and schools within easy walking distance. The whole of the ground floor and an upstairs bathroom and bedroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for five children within the Early Years age range and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll who attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder receives support from the local authority and works in partnership with other agencies. She holds a childcare qualification and is currently working towards obtaining an early years degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a happy, welcoming, family environment to support and enhance children's care, learning and development. She has an extremely positive attitude to inclusion and all children are respected and valued as individuals. The childminder is proactive in working with parents and other professionals in order to identify and meet children's individual needs and ensure continuity of care. Excellent use of self-evaluation and constant reflection, along with a strong commitment to ongoing professional development means her capacity to maintain continuous improvement is outstanding.

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

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

- ensure that the garden has been tidied before children have access to it
- develop further the use of observations and recording for all children in the early years age range.

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

The childminder's knowledge and understanding of signs and symptoms of abuse and her awareness of her role in protecting the children in her care ensures that their welfare is fully safeguarded. Premises are safe and secure and detailed risk assessments which are regularly updated and cover all areas used by children and

outings they participate in. However, some areas of the garden have not been fully cleared to ensure that all potential risks to children have been totally eradicated.

The childminder demonstrates commitment and enthusiasm. She has high aspirations for quality and achieves this through ongoing improvements and continuous professional development. She regularly reflects on the service she provides and is constantly striving to improve this and thus ensure the best possible outcomes for the children. The use of self-evaluation enables her to implement changes and thus facilitate and maintain continuous improvement. The childminder manages daily routines effectively to accommodate the individual needs of all the children attending. The environment is utilised well and provides children with choices about where and with what they wish to play.

All documentation which contributes to the children's health, safety and welfare is in place. The childminder works exceptionally well with parents and other agencies and professionals in order to develop a consistent approach in meeting children's personal needs. Parents are involved in their child's learning and they are regularly invited to take home learning journeys and discuss the progress children have made. Regular informal discussions ensure that information is ongoing and written daily dairies keep parents informed of what children have done during the day. Additional information and in-depth policies relating to the setting support the childminder's good practice and are shared with parents. Parents' views are sought through the use of feedback sheets. Comments are extremely positive and parents say that they are happy with the care their children receive.

The childminder promotes equality and diversity exceptionally well to help children to develop an awareness of the society in which they live. Children's needs are identified and met well and activities are differentiated to ensure that all children are able to fully participate, enjoy and achieve. Access to resources that reflect diversity are freely available and planned topics help children to learn about the wider world. Children learn to accept differences as the childminder sensitively explains about the differing needs of children and ensures that integration is fully promoted. The childminder is highly committed to working effectively in partnership with other early years' settings and professionals to enable her to successfully promote children's learning, development and welfare.

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

Children make good progress in relation to their starting points. The childminder's flexible planning develops through the interests and play preferences of children and ensures that they receive a balance of both child-led and adult-initiated activities along with opportunities to access quiet, active, indoor and outdoor activities within their daily routine. She has a good knowledge of children's development and personal preferences and provides resources and activities to suit these. Planning ensures the experiences children receive are varied and cover all areas of learning. The use of learning journeys record children's progress and both planned and spontaneous observations are carried out to identify the next steps of learning. However, these are not in place for all children who attend the setting to

ensure that every child progresses at a pace suitable to their individual needs.

Children develop self-esteem as the childminder offers praise and encouragement at all times. They are building positive relationships with the childminder and are obviously happy and contented in her care. They delight in the individual time and attention they receive from her as she involves herself in their play, for example, when playing with the dressing up hats. Children develop positive attitudes to learning because the childminder shows an interest in everything they do. A range of activities fosters children's participation and the childminder's good support and gentle encouragement enables them to enjoy and achieve. They especially enjoy playing in the ball pool and exploring treasure baskets which are filled with exciting sensory items such as, lavender bags, mirrors and shiny foil. Their creative and imaginative development is supported through craft activities such as carving pumpkin faces, play dough and glitter. Children learn about the wider world through a range of activities such as tasting food from around the world and learning about festivals such as Ramadan and Eid.

Children are cared for in a warm and welcoming environment and there are good procedures in place to protect them from illness and infection. Parents are informed that the childminder does not take children if they have a contagious illness and they are provided with a list of exclusion periods for infectious diseases which are strictly adhered to. Children are beginning to learn about their own personal hygiene. They wash their hands at appropriate times throughout the day. Children enjoy healthy, home cooked meals such as stew and shepherd's pie with fresh vegetables. They learn about the importance of eating healthy foods as they are encouraged to help to plan the menu for the week. The childminder teaches children about healthy food through pictures and books and encourages them to grow vegetable and fruit in pots outside. Outdoor play activities provide children with fresh air. They enjoy taking part in 'mini Olympic Games' and can confidently use equipment such as slides, swings and a trampoline which contributes to their health and helps them to develop control of their bodies.

The childminder has an excellent understanding of inclusive practice and all children are highly valued. She works closely with parents and other professionals to ensure that all children's specific needs are recognised and met appropriately. Children are made to feel special as they are encouraged to develop their own individual personalities in a caring environment where their needs are recognised and they are respected as individuals. Children respond positively to the childminder's methods of behaviour management which is appropriate to children's age and stage of development and reinforces positive behaviour. They learn to be kind to each other and to share toys and older children are beginning to understand that every action has a consequence. The childminder makes good use of praise to support positive behaviour and acts as a positive role model for the children at all times.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	2
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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