

## Inspection report for early years provision

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<b>Unique reference number</b>	255640
<b>Inspection date</b>	30/09/2009
<b>Inspector</b>	Donna Stevens
<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 1996. She lives with her husband in a house in Brierly Hill. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog, a tortoise and a bird aviary in the garden.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one children attending who is within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has made several improvements in line with the recommendations raised at the previous inspection and has successfully implemented most areas of the EYFS. She has begun to evaluate her practice in terms of the care of the children but has failed to recognize gaps in her own knowledge that may compromise children's well-being. However, she continues to review these procedures to allow her to establish an ongoing system that supports improvement. The childminder works well with parents to ensure that children's individual needs are met and that her practice is fully inclusive. This ensures continuity of care and supports children in their learning and development.

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

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

- obtain information from parents about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 16/10/2009

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

- develop the assessment process in order to link children's learning to the early learning goals and plan for their next steps in learning.
- clarify the safeguarding children policy and procedure, ensure it is in line with LSCB local guidance and procedures and share the information with parents.

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

Children are partly safeguarded as the childminder has some understanding of her roles and responsibilities in this area. She has attended training and is aware of the signs and types of abuse and is aware of the need to pass on any concerns about a child in her care. However, she does not have a copy of local safeguarding guidance with up-to-date contact numbers and no information with regards to safeguarding is shared with parents and carers. Children are kept safe when in the home and on outings as risk assessments have been completed and the childminder checks daily to ensure that all areas remain safe for the children to play and risks are minimised.

The childminder ensures that mandatory training requirements are met and is developing her knowledge and understanding of the Early Years Foundation Stage and has introduced some effective systems to support children's learning and development. She has begun to evaluate her practice using the Ofsted self-evaluation process and seeks parents and children's opinion. Most required documentation is in place, although the childminder does not have information regarding who has legal contact and parental responsibility for children. Although the childminder is aware of the need to obtain this information there are no issues relating to the children currently attending.

The childminder takes time at the beginning and end of each day to have discussions with parents and carers to ensure that good relationships are established, providing continuity of care for the children. She has known the staff of the local nursery for many years, becomes involved in special events so that children in her care become familiar with the setting before they start. The childminder also works with other professionals involved in the children's care, such as health visitors.

The childminder promotes equality of opportunity and works with parents and carers to ensure individual needs are met. When children start in the setting she finds out as much information about them as she can and also shares details of her own personal life so that family events can be shared and celebrated. This gives children a sense of belonging and helps them to feel valued.

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

Children make satisfactory progress towards the early learning goals and in all areas of their development because the childminder has an understanding of the Early Years Foundation Stage. Children are able to independently choose toys and resources that are appropriate to their individual stages of learning and development. The childminder encourages children to learn new skills through activities that appeal to them, for example, learning colours when playing with toy cars. The childminder discusses children's starting points with parents and carers and has begun to observe their play and assess their development. She has

identified some areas where children may need further support or challenge and has discussed this with parents and sought support from other professionals. These systems now need developing to link the children's achievements to the early learning goals and to incorporate children's next steps into future planning. This will ensure that children receive support across all areas of learning and development as they become older and more able.

Children are happy in the setting and loving, caring relationships with the childminder are evident. They are given clear and consistent boundaries so they feel secure and develop an understanding of acceptable behaviour. They are encouraged to begin to learn to share, take turns and engage in positive behaviour. Children understand right from wrong and the childminder is firm, reinforcing decisions she has made and children quickly become distracted and move on to new activities. As a result, children are able to take responsibility for their actions and are well behaved and polite.

Children enjoy their time with the childminder, are receptive to her interactions and eager to receive praise and support in their play. Children have opportunities to be creative through arts and crafts, a small world toys and role play. They enjoy playing in the garden and regularly visit the local nature reserve where they can enjoy fresh air and exercise and observe the natural world around them. The childminder works closely with another minder providing opportunities for the children to socialise and join in activities with larger groups of children. Story time is popular when children sit on the childminder's lap and share favourite books and stories.

Children are secure and confident. They are able to follow their own routines, with regards to sleeping and eating and their personal needs are attended to quickly so that they do not become upset or distressed. Children understand basic rules that are in place to ensure their own safety, for example, wearing wrist straps when walking to school and observing road safety. Children begin to learn about healthy lifestyles as the childminder has introduced more opportunities for daily exercise. Rather than driving all the way to the local school they now go to another childminder's house and walk from there. They develop good hygiene habits as they wash their hands after nappy changes and before eating. Healthy eating is actively encouraged and the childminder provides healthy snacks and drinks for the children. Children develop an understanding of healthy eating as they take part in baking activities and are encouraged to try new foods.

Children have an understanding of their local environment and the childminder has begun to extend their knowledge by introducing topics about other countries and ways of life. They have enjoyed food tasting sessions, experiencing food from other cultures and countries and have visited the local Chinatown. The childminder considers positive images of race and culture when purchasing equipment and children have a basic range of toys to support their learning and understanding in this area.

## 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	2
The extent to which children make a positive contribution	2
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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect and share this information with parents (Arrangements for safeguarding children). This also applies to the voluntary part of the childcare register 20/11/2009
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept). This also applies to the voluntary part of the childcare register. 16/10/2009

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 stated in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 20/11/2009
- take action as stated in the compulsory part of the Childcare Register (Records to be kept). 16/10/2009