

## Inspection report for early years provision

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<b>Unique reference number</b>	EY248441
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Karen Cooper
<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 2003. She lives with her two children aged four and six and shares a semi-detached house with her friend in Smethwick, Birmingham. Her home is within walking distance of the local shopping centre, park, woods and schools. The whole of the ground floor of the property is used for childminding purposes and there is a fully enclosed garden available for outside play. The family has a dog and two cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding four children, all of whom attend on a part-time basis and two of the children are within the early years age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

The childminder is able to take and collect children from the local school. She is a member of the National Childminding Association and Sandwell Special Educational Needs Parent Partnership Forum.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and have formed good relationships with the childminder. They make good progress in their learning and development within an inclusive environment. Their individual needs are extremely well met as important information is gathered from their parents, enabling the childminder to understand and meet each child's personal requirements. All children are supported to actively participate in the activities offered, which are planned using information from observations and assessments. Children are safe, secure and protected through generally effective procedures and everyday practices. The childminder demonstrates a positive attitude towards 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 children's attendance records include their full name (Documentation) 15/12/2009
- make sure the display cabinet in the hallway is made safe or inaccessible to children (Suitable premises, environment and equipment). 15/12/2009

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

- develop further the record of risk assessment to include each specific outing.

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

Positive steps have been taken by the childminder in order to safeguard children and to promote their welfare. The childminder is fully aware of her roles and responsibilities in relation to child protection and robust vetting procedures are in place to ensure that children are well protected. The childminder supervises children at all times and uses appropriate safety equipment to limit children's access to most of the potential risks in the home. However, children's safety is not fully protected as they can easily access the glass display cabinet located in the hallway and a record of risk assessment for each specific outing is not maintained.

The childminder has devised a wide range of written policies and procedures and these are implemented effectively within her well-organised daily routine. All required written parental consents have been obtained, ensuring children are cared for in line with their parents' wishes. Documentation is well organised and regularly reviewed, however, the attendance record does not include children's full name to ensure their welfare is fully protected. The childminder has formed positive links with other practitioners and excellent partnerships with parents. She works very closely with parents and carers to meet children's individual needs, encouraging a two-way exchange of information through daily discussions. The sharing of a communication book and a written record of their child's daily activities ensures parents are fully informed of their child's progress and development. The childminder dedicates time to getting to know children and their families and helping to ensure that children settle quickly and feel secure. Parents speak highly of the care provided by the childminder and how well informed they are regarding their child's progress and development.

The childminder actively promotes equality of opportunity, serving a diverse community. Children are valued and their individuality is respected. They have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. A positive equality and diversity policy outlines a commitment to promoting inclusive practice ensuring all children can achieve as well as they can regardless of their background. Children's individual needs are extremely well met as important information is gathered from their parents, enabling the childminder to understand and meet each child's personal requirements. Children are able to participate fully because activities are adapted to meet their individual needs. The childminder is strongly committed to inclusion and has arranged her home, particularly the conservatory, to make resources easily accessible to all. She has purchased specific toys and equipment, such as sensory toys to enable children with special needs to be independent and take a full and active part in her setting.

The childminder demonstrates a dedicated and professional approach to childminding. She holds a BA (Hons) degree in Early Years and Educational Studies, a NVQ Level 3 in Early Years and Education and a Pre-school Learning

Alliance diploma. She has also completed a range of additional training to ensure her skills and knowledge is updated. The childminder demonstrates a commitment to continuous improvement and is passionate about her role. She is fully committed to improve her practice, consistently reflecting and evaluating the quality and standards of her provision, as a result children benefit from high levels of supervision and individual attention and flourish in the childminder's care.

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

Children play in a stimulating and child-friendly learning environment. They are confident in the childminder's care as they freely choose what they want to do and spend time forming strong relationships with the childminder and each other. The childminder ensures that children develop effective skills from a young age to enhance their future economic well-being. For example, she encourages them to talk about size, shape and colour and to practise counting throughout their play. She demonstrates a good working knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. As a result, children make good progress towards the early learning goals given their capability and starting points. The childminder plans purposeful play opportunities covering all areas of learning, both indoors and outdoors and is intuitive of each child's individual needs. She regularly carries out observations of children's developmental needs and interests and effectively uses the information gathered to move children forward in their learning and development. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement while managing their behaviour very well.

Children have access to a good range of age-appropriate toys and resources, which the childminder regularly rotates to ensure children remain interested and stimulated. Children enjoy listening to familiar stories and choosing different books when visiting the library. Children regularly participate in art and craft and enjoy cooking activities. They take pleasure using treasure baskets and grasp early concepts of science as they explore the various textures, sounds and weights. Through walks to school and visits to the park children explore the world around them and living things. Children develop collaborative skills and simple problem solving through construction play and great fun is had when they build towers of bricks with the intention to knock them over. The childminder encourages children to extend their physical skills and children have lots of opportunities to be active. For example, they confidently use activity centres, push-along and wheeled toys.

The childminder demonstrates a positive approach to ensuring children's additional needs are met. For example, she gains valuable information from parents about children's likes, dislikes, routine and starting points to inform her practice. Children's health and well-being is well promoted as the childminder has very good procedures in place if children become ill or have accident whilst at the setting. Children are encouraged to follow good personal hygiene practices through daily routines. They are developing good road sense as they know they need to hold hands and use a pedestrian crossing. Children enjoy healthy and nutritious meals

and snacks that are freshly prepared each day and can access drinks at any time, ensuring they stay well hydrated. Children have also participated in growing fruit and vegetables including potatoes, runner beans, peas and strawberries which the childminder encouraged them to take responsibility of. These opportunities help children to understand where food comes from. The childminder ensures children's dietary needs are catered for as she has an excellent understanding of allergies and religious restrictions. The daily routine supports children's needs including provision for rest and sleep.

## 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	1
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	1

### 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	1
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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