

## Inspection report for early years provision

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<b>Unique reference number</b>	257525
<b>Inspection date</b>	04/03/2010
<b>Inspector</b>	Shirley Delaney
<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 registered in 2001. She lives with her husband and daughter aged 14 years in the Kingsbury area of Tamworth. The whole of ground floor is used for childminding. The first floor is not used except for the bathroom. There is a fully enclosed garden available for outdoor play. The childminder takes children to local schools. The family have a terrapin and a rabbit

The childminder is registered to care for six children at any one time. There are currently four children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder receives support from the local authority and is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder gets to know children well and provides them with a high level of support and encouragement. The childminder works closely with parents and with other settings within which children receive Early Years Foundation Stage which promotes joint working to meet children's individual needs and promote their inclusion. Records, systems, policies and procedures in place to promote children's care and welfare are in place and largely well-organised. The childminder reflects on her practice, which enables her to recognise some areas of strengths and weakness in her practice and make changes. However, systems for self-evaluation are not yet fully established to identify all areas for 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 the risk assessment demonstrates who has conducted them and when they were completed. (Safeguarding and promoting children's welfare) 17/03/2010

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

- develop the system for self-evaluation to further promote continual improvement in the service provided
- develop further the system for conducting observational assessment to ensure next steps are identified for all children, across all areas of learning.

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

There are arrangements in place for safeguarding children that are largely clear and robust. For example, the childminder has child protection procedures and demonstrates knowledge of child protection referral procedures and these are shared with parents. Risk assessments are completed and recorded, although they are not dated and do not reflect by whom they were completed to demonstrate that the childminder reviews risks as required.

The childminder allocates time to attending training and updating her knowledge and skills. This has a positive effect on her practice and how she promotes outcomes for children. This has a positive impact on the service she provides to support children's care, welfare and learning. The childminder has given some consideration to the continual improvement of the service she offers to children and their families and has sought the opinion of parents. However, the systems in place for self-evaluation are not sufficiently well structured to comprehensively identify all areas of strength and weakness, which reduces opportunities for improvement.

The childminder has given good consideration to the organisation of her home to provide children with a comfortable, bright and visually stimulating learning environment that allows them choice and the space to play with a varied range of resources. This inspires children's curiosity and imagination and enables children be at ease and confident to explore and investigate the surrounding freely. The childminder pays good attention to how she manages her time, which she devotes to supporting children as they play and to extending their learning experiences. As a consequence children are keen to join in activities and show good levels of interest and concentration. Resources reflect positive images of diversity and differences within the wider community and the childminder organises children's involvement in activities outside of the home environment which widen children's experiences of the local community.

Practices in place to support the exchange of information with parents are widely effective. Initial information from parents is gathered regarding children's unique needs and requirements, interests, routines and parents wishes. Processes are in place to share information with parents verbally every day. The parents of young children also have access to written information recorded in their child's records, which keeps them up-to-date on their child's progress. The childminder has established partnerships with other provisions within which children receive Early Years Foundation Stage. She demonstrates a positive attitude towards working in partnership with parents and other professionals or services involved in the care of children with special educational need and disabilities to support their inclusion.

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

Children make good progress towards the early learning goals, due to the high level of support and encouragement they receive from the childminder. The children are encouraged to make choices and decisions for themselves with regard to resources they wish to play with and activities they wish to be involved in. This develops their inquiring minds, allows them to explore, follow their interests and build's their skills in independence. Children also have opportunity to take part in activities and play experiences organised by the childminder, as a consequence, they benefit from a balance between self-initiated and planned learning experiences. The childminder makes and records observations of children's ability in order to extend their interests and makes use of the Early Years Foundation Stage guidance to make assessments of children's achievements. However, whilst she has begun a process of identifying next steps for children's progress it is not fully extended to include all children and as consequence the childminder cannot be assured that children are vigorously supported to reach their full potential across all areas of learning.

Children are well-behaved. The childminder provides the children with lots of encouragement and praise for their good behaviour and achievements, which builds their confidence and promotes their self-esteem. Children's good behaviour and keen attitude towards being involved and included in activities builds a foundation for their future learning. The childminder utilises everyday occasions to promote children's learning, such as routinely encouraging children to count whilst ascending and descending the stairs to access the toilet facilities located on the first floor of the premises. Children are keen to join in creative and imaginative play such as singing, play with small world resources and particularly enjoy dressing up, fostering their creativity. The childminder interacts positively with children in their play, enhancing and extending their experiences by building on their interests. For example, whilst children are playing with farm and exotic animals she incorporates recognising colours, counting and comparing size into the activity. The childminders pays keen attention to the children as they play assisting and guiding them through thoughtful questioning, whilst also allowing them to think things through for themselves and learn through experimentation. As a consequence children concentrate at tasks and show perseverance. The childminder facilitates young children's developing speech and language skills by listening carefully, asking open questions and responding to them encouragingly. Children are keen to use electronic and programmable equipment and their interest in the natural world around them is inspired by their inclusion in regular trips in the local area, such as visits to the local park. The childminder strives to find new and imaginative ways of inspiring older children's interest in activities that support their development whilst offering them fun opportunities. For example, they are involved in making their own play resources which they utilise in group games. All children are involved in arts and craft activities which are tailored to provide challenges according to their ability. For example, whilst all children participated in craft activities associated with the 'under the sea' theme, young children took part in collage activities whilst older children participated as a group to make a three dimensional display.

Children have regular access to fresh air and outdoor play through use a range of equipment in the local park and during visits to other centres. These experiences culminate in children having good opportunities to practise and develop physical skills. The children develop an awareness of safe practices and personal safety as they join in regular evacuation routines and through discussion held prior to going on trips and outings. Their health is well supported as they are provided with healthy balanced meals have good access to drinks.

## 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	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>	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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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