

## Inspection report for early years provision

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<b>Unique reference number</b>	268314
<b>Inspection date</b>	30/04/2010
<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 lives with her partner and two children in a house in Oldbury. The areas used for childminding included the lounge, dining room, kitchen and upstairs bathroom. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for five children, three of whom may be in the early years age range. There is currently one child attending who is in the early years age range, older children also attend. The childminder is registered on the early years register and both the voluntary and compulsory parts of the Childcare Register. She is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder takes and collects children from the local Primary School. She also attends a local playgroup and carer and toddler on a regular basis. The childminder is a member of the library.

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

Overall the quality of the provision is good.

Children are welcomed into a warm and relaxed environment where they are settled and content. The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements and provides a range of activities to meet the areas of learning. Effective partnerships with parents and other professionals ensure a consistent approach to children's care. Children's welfare is suitably promoted as the childminder is clear about safeguarding issues. The childminder is beginning to acknowledge her strengths and some areas for improvement; however, there are no clear systems in place of how to take these identified areas forward in order to sustain continuous improvement.

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

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

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

The childminder has a clear knowledge of the procedures to be followed to ensure that children are safeguarded. She is able to identify possible indicators of abuse and has access to relevant documentation and information to ensure children are

well-protected. Premises are safe and secure and children are able to play safely as the childminder has a good understanding of the action to be taken to reduce potential hazards. Written risk assessments cover all areas of the premises and outings that children attend.

The childminder manages daily routines successfully to accommodate the individual needs of the children who attend. The environment is utilised to its full potential to provide children with choices about where and with what they wish to play. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a balance of child-led and adult-initiated activities. All required documentation is in place and maintained confidentially. The childminder is able to identify areas in which she needs to make improvements; however, systems to support this and assist the childminder to implement the necessary changes have yet to be developed.

The childminder works well with parents and other professionals in order to develop a consistent approach in meeting children's needs. Informal discussions and a daily diary ensure that information about children's care is shared with parents on a daily basis.

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

Children are welcomed into a friendly and relaxed environment where they are valued and included. The childminder recognises each child as an individual and provides a range of resources and activities to meet their individual developmental and learning needs. Children make steady progress in their development. They are happy and settled and relate well to the childminder. They benefit as the childminder has a clear understanding of their individual needs which helps them feel secure and they interact positively with the childminder seeking her out to join in their games or for a hug when they become tired.

The childminder has a sound knowledge of how children learn through play and of developmental stages. Her knowledge of children's development and personal preferences ensures that children's individual needs and routines are well met. Her flexible planning develops through the interests and play preferences of children and ensures that they are able to participate in a range of activities which sustain their interest. However, systems to observe and evaluate children's progress in order to plan activities for the next steps of learning and ensure that children make progress at a pace suitable to their individual needs have yet to be fully embedded.

Children enjoy activities which cover all areas of learning and development. They enjoy planting seeds and caring for them as they watch them grow. They listen to stories and often visit the library to choose their own books. They are learning to count in everyday situations, for example, when building towers with the bricks and they learn about colours and shapes. Children enjoy taking part in craft activities such as cutting, sticking and painting and they experiment with a variety of musical instruments to see what sounds they can make.

The childminder has a good understanding of inclusive practice. Children are valued and respected as individuals and their specific needs are recognised and met appropriately. Children respond well to the childminders methods of behaviour management which is suitable to their age and stage of development and re-enforces positive behaviour and promotes self esteem.

Children are well-cared for if they have an accident or become ill and there are 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 exclusion periods for infectious diseases are strictly adhered to. They learn to follow simple hygiene practises such as washing hands after playing outside and before eating. Outdoor play activities such as scooters and balls and regular trips to the local park to feed the ducks provide children with fresh air and opportunities to develop physical skills such as throwing and kicking. Children are beginning to understand about staying safe as they learn how to use equipment safely, talk about stranger danger and learn how to cross the road safely. They are helped by a supportive and caring childminder to feel secure and safe in their environment.

## 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	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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