

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336766
<b>Inspection date</b>	17/06/2010
<b>Inspector</b>	Jackie Nation
<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 five months and five years, in the Smethwick area of Sandwell. The childminder works with her mother who is also a registered childminder at the same address. Both childminders have joint responsibility for the childminding practice. The whole of the ground floor of the premises is used for childminding. First floor rooms are not used, except for access to the bathroom. There is a fully enclosed garden available for outdoor play. The family have a cat. The house is within walking distance of local amenities such as schools, shops and parks.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone, the childminder is registered to care for four children at any one time. When working with her co-childminder they can care for a maximum of six children. Currently they have eleven children on roll, four of whom are within the early years age range. All children attend on various days.

The childminder has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is a member of the National Childminding Association and the Sandwell 'Children Come First' Childminding Network. She holds a recognised childcare qualification.

## **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 in this welcoming and inclusive setting. Highly effective systems are in place to share information with parents to promote continuity of care and learning. Policies and procedures are successfully implemented to ensure children's welfare needs are met. The childminder demonstrates a commitment to evaluating her practice and making changes to further improve outcomes for children. All of the required documentation to promote children's safety and welfare is in place.

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

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

- improve the information gathered in relation to children's developmental starting points at the admission stage.

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

Children are effectively safeguarded because the childminder has a secure knowledge and understanding of the Local Safeguarding Children Board procedures. The childminder shares child protection good practice guidance and procedures with parents. Children play safely within this welcoming and secure environment because the childminder is vigilant about recording details of visitors to the setting and ensures all adults in the household undergo Criminal Record Bureau checks. Safety checks and risk assessments are devised in conjunction with the co-childminder and ensure hazards to children are minimised in the house, garden and all outings. The childminder and her co-childminder have worked hard to develop a comprehensive portfolio of written policies which underpins their practice. There are effective systems in place to record children's attendance, accidents and medication. All records are stored to ensure confidentiality.

Children show that they feel safe because they are very comfortable and at ease in the setting and approach the childminder or co-childminder with confidence. They are happy to play independently and the childminder is always close at hand to offer support. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. Children have good opportunities to learn about a wider society. They take part in activities to help them learn about different cultures and festivals and play with resources that reflect positive images of diversity.

The childminder makes good use of the space available in her home to meet children's needs. Children freely access a wide range of resources from readily accessible storage boxes and this enables them to direct their own play. There are good opportunities for outdoor play and children enjoy being able to move freely from indoors to outside. Children enjoy a varied day, there are regular outings to local stay and play groups, parks and places of interest.

The childminder works very closely with parents from the outset, gathering key information about children's individual care needs and parents' preferences. Parents are provided with a 'Welcome' pack at the admission stage and an extensive range of useful information is displayed. There is excellent provision in place to exchange information about their child's day. Reviews take place every term to discuss children's progress towards the early learning goals and children's achievements are proudly displayed in the setting. The childminder seeks the views of parents and children about the setting. It is evident from parental questionnaires that they are happy with the standard of care provided, and comment about a 'caring and supportive environment'. The childminder recognises the importance of working with other providers of the Early Years Foundation Stage and other agencies in order to meet the needs of children and support their continuity of care and learning.

The childminder and her co-childminder have made a positive start to evaluating their practice and use the Ofsted self-evaluation form to highlight the settings strengths and areas for improvement. The recommendation made at the last

inspection has been implemented and improves outcomes for children's well-being and safety, as both childminder's have completed safeguarding training. The childminder is committed to ongoing training to further improve her practice, knowledge and skills.

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

Children make good progress in their learning and development within the Early Years Foundation Stage. The childminder creates a comfortable and relaxed environment for children and this helps them to develop a good sense of belonging. The childminder has a good understanding of how children learn and develop and this ensures each child receives an enjoyable and challenging experience across all areas of learning. The system in place for planning and assessment works well. The childminder uses the information gained from observations to ensure children achieve as much as they can, and move on at a pace to suit their individual needs. However, there is further scope to improve the planning system by gathering more information about children's developmental starting points in their learning at the admission stage to further support their progress.

The childminder and her co-childminder recognise the learning opportunities in every day activities. Children's personal, social and emotional development is supported very well. Children are confident, independent and make choices and decisions about what they would like to play with. There are frequent opportunities for children to play imaginatively and be creative. Children have access to a range of role play equipment, dressing up clothes, construction and creative resources. They like painting, drawing and sticking activities. The childminder and her co-childminder interact effectively with the children, engaging them in conversation to help promote their language and communication skills. Children are encouraged to use their senses; they explore sand and water and enjoy making different sounds using the range of household items hanging in the outdoor play area. Children's understanding of numbers and problem solving skills is fostered effectively. Planned and spontaneous activities help children explore shape, size and colour, for example, the childminder encourages them to find a 'red bear' in the sand. Children's physical development is effectively promoted, they ride bikes and play on the slide in the garden, visit local parks and soft play activity centres. Children's knowledge and understanding of the world is developing well. Children have frequent opportunities to discover features of their local environment and enjoy visits to the nature centre to observe animals in their natural habitat. They explore festivals and events from their own cultures and those of others, for example, Easter, Diwali, St Patricks Day and Eid. The childminder has given good consideration to the sustainability of resources and children use recyclable materials to make models and they recycle paper.

Children develop behaviours appropriate to good learners. This is due to the childminders calm, consistent approach to behaviour management. She encourages children to get on well together and praises them for sharing resources and taking turns. Children's awareness of keeping themselves safe is developing

well. They learn about road safety whilst on outings and know how to evacuate the premises in an emergency. Effective procedures are in place to prevent the spread of infection, for example, procedures for hand washing at appropriate times and the exclusion of sick children. The childminder and her co-childminder hold valid first aid certificates; this ensures they can treat children appropriately in the event of an emergency. Children's dietary needs are met and details of any individual needs and parents' preferences are discussed and recorded. Healthy eating is encouraged through discussion and activities, for example, children play games, such as fruit bingo. Children have access to drinks throughout the day to ensure they remain hydrated. Overall, children have good opportunities to develop skills to support their future learning.

## 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	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	1
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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