

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411632
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Adelaide Griffith

<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives with two children aged nine and 14 years in Shirley, Solihull. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. Access to the premises is via a drive. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register and is currently minding two children in this age range. She also offers care to children aged over five years to nine years. The childminder is registered on the compulsory part of the Childcare Register.

The childminder is able to go to local schools and pre-schools to take and collect children. The childminder attends several groups on a regular basis. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making consistent progress in their learning and development. On the whole, children's welfare is effectively safeguarded. The childminder knows the children well and understands how to meet their individual needs. The process of self-evaluation is in its infancy and some changes have been made to support children's care and learning. There is adequate capacity to maintain continuous improvements, but at this stage, it is not fully developed. The strong partnership with parents contributes well to children's care and learning.

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

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

- review the risk assessment to ensure all reasonable steps are taken to minimise hazards including the storage of toiletries
- obtain written parental permission for children to take part in outings
- increase the range of resources that help children learn about disability more effectively
- use self-evaluation and quality improvement processes as the basis for ongoing internal review.

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

The childminder provides a welcoming environment in which children are kept safe. She is well informed about child protection issues and the procedures to be

followed if there are concerns about abuse. A broad range of procedures ensures children's welfare is competently safeguarded. For example, risk assessments are carried out for the premises. However, all toiletries are not securely stored. This means that, potentially, children's safety may be compromised. The childminder takes children on outings but written parental consent is not obtained. This may affect children's well-being adversely. All records required for the smooth running of the provision are available.

The childminder has made some changes to the provision. She has increased the range of resources and revised her planning to address group activities. Children's care and learning benefit from these improvements. The childminder has addressed some aspects of the self-evaluation process. However, a full picture of the strengths and areas for improvement is not yet established. This means that the impact on children's care and learning is not totally identified. The childminder has plans for further development of the provision, for instance, to extend the provision of the resources further. As yet, she has not considered how continuous improvement can be maintained.

When children first start the childminder obtains information from parents about their child's development, preferences and routines. The childminder shares information about children's experiences on a daily basis. Parents receive verbal feedback about their child's development. The childminder works well with parents to promote children's care and learning. Children do not attend other early years providers but the childminder is aware of the importance of sharing information to support children's care and learning.

Children are at ease in the childminder's home and their individual needs are addressed as agreed with parents. Suitable regard is given to cultural preferences. Children are beginning to understand differences because they participate in activities that celebrate other cultures. They see images of peers with disabilities in television programmes. Nevertheless, there are few resources to reinforce their learning in this area.

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

Children's learning and development are promoted effectively because the childminder has a good understanding of the Early Years Foundation Stage. She is skilled at supporting children's development and this is reflected in her interaction with the children. She promotes their language skills through consistent talking and children express themselves confidently. The childminder promotes children's learning through routine activities. For example, at snack time they are encouraged to count the pieces of apple when they are placed in the bowl. During play children demonstrate their good understanding of maintaining personal hygiene. They request wipes to clean their hands and do so unaided.

Children are gaining an awareness of adopting healthy lifestyles. They are served with balanced meals and water is freely available. They have opportunities to engage in physical exercise mainly through attendance at soft play centres.

Children's understanding of the wider community is growing because they visit the library regularly. They participate in group activities consistently and this effectively promotes their social skills and their interaction with peers. Children enjoy activities such as painting and looking at books. The childminder ensures that activities across all areas of learning are included in the planning. All children's needs are addressed based on observations and their preferences. The next step in learning is identified and children development is monitored and promoted.

The childminder provides a stimulating environment which is well resourced. Children's independence is competently promoted because they have unhindered access to toys. These include programmable resources and those that reflect other cultures. Children are gaining an understanding of keeping safe. The childminder consistently reminds them of sitting properly on chairs. Several procedures are implemented to ensure that children's good health is promoted. For instance, individual changing mats are used. Children are well behaved because the childminder is experienced at using positive strategies that encourage good behaviour. Frequent praise for effort and achievement raises children's self-esteem positively. They are learning to develop respect for others as they play together, share and take turns. The wide range of learning opportunities helps children to develop skills for the future as they progress towards the early learning goals.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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	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