

## Inspection report for early years provision

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<b>Unique reference number</b>	EY344640
<b>Inspection date</b>	16/12/2010
<b>Inspector</b>	Kashma Patel
<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 registered in 2007 and worked with another childminder in the others' home. In 2010 she started to work in her own home. She lives with her partner in the Fazeley area of Tamworth. Most of the house is used for childminding and there is a fully enclosed garden for outdoor play. There is a small step to access the home. Children have access to the bathroom and one bedroom on the first floor.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder is able to take children to and collect them from local school and pre-school. She is a member of the National Childminding Association and is currently studying for her Foundation Degree in Early Years.

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

Overall the quality of the provision is good.

Children are happy and well cared for in a stimulating environment where their individual needs are met. This enables them to make good progress in all areas of their learning and development. Children are generally safe in the environment where their welfare is well-promoted. Children benefit from the effective partnership with parents and other providers of the Early Years Foundation stage. A system for self-evaluation is in place which has identified further areas improvement. This demonstrates the childminder's capacity for continuous improvement.

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

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

- take reasonable steps to ensure hazards to children indoors are kept to a minimum; this is with regard to the gas fire in the lounge.

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

Children are protected because effective steps are taken by the childminder to ensure that the children in her care are safeguarded. She has a good

understanding of child protection issues, knows the signs and symptoms of abuse or neglect and is aware of the procedures to follow should she have any concerns about a child's welfare. Children are cared for in a secure environment where most potential hazards are identified and documented; however, the gas fire in the lounge is not secured with a fireguard. The childminder does not use the gas fire and the switch to turn it on is not accessible to children. However, this means that children are not fully protected from potential hazards.

Children access a wide range of toys and resources which are safe and well maintained. Resources are easily accessible to enable children to make choices about their play and learning. For example, the childminder sets out a selection of toys for babies whilst she encourages older children to self-access from low storage units which are labelled with pictures.

Children's records are well maintained and contain information required for their health and safety. There are effective partnerships between the childminder, parents and other settings which children attend. For example, parents receive daily verbal and written feedback on their children's care and progress during the day. A diary system is used for communication with other settings which children attend. This provides children with appropriate support and consistency in their care and learning.

An effective system for reflection and evaluation is in place. The childminder uses questionnaires and the Ofsted self-evaluation as a tool for monitoring and evaluating her practice. Several areas have been identified for further development which will improve outcomes for children. These measures demonstrate that the childminder has the capacity to maintain continuous improvement.

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

The childminder provides a warm, welcoming and inclusive environment, where children are respected and valued. Children make good progress in their learning and development through a wide range of play opportunities and activities. The childminder has a good awareness of how children learn. She carries out regular observations which are used to plan for the future and support any areas for further development. Weekly planning is also based on children's interests and ideas. Good systems for assessments are also in place which are supported by samples of children's work and photographs to track their progress.

Children develop skills for the future as they access a wide range of toys and activities. For example, they use a portable electronic pad for various activities such as learning about numbers, colours and shapes. They are learning how to activate the screen through touch. There is a good selection of age appropriate books which help children to develop their vocabulary and communication. Older children are able to write their names independently, whilst younger children copy their names. Children develop their imagination through activities such as role play

and messy play. They experiment with cornflour and other media such as paint and water. Children learn about textures and change through baking activities. For example, they talk about the colour changes when ingredients are mixed together such as sugar and butter. Children are beginning to share and take turns in activities. For example, whilst baking cakes children wait for their turn to stir the mixture.

Children develop their physical skill through regular outings to the park where they access large equipment. Older children develop skills in coordination as they play with balls whilst younger children use bean bags which are easy to grasp. Children learn about insects and bugs as they look under stones in the garden.

Children demonstrate that they feel safe and secure as they confidently play well on their own and with the childminder. They bring toys of their choice into the lounge from the conservatory. Children learn about diversity through a good range of toys and resources such as books and puzzles.

Children enjoy a balanced and healthy diet which meets their individual requirements. Parents provide packed lunches which are stored appropriately to promote children's welfare. The childminder provides healthy snacks of fresh fruit during the day. Younger children access their drink beakers independently which ensures they do not get thirsty during the day. Appropriate hand washing and nappy changing routines are in place to protect children from the risk of cross infection.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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