

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412805
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Donna Stevens
<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 2010. She lives with her husband and two children aged seven and 12-years-old in Halesowen near Birmingham, close to local shops, schools and park. The whole ground floor of the childminder's house is available for childminding and there is a fully enclosed garden for outdoor play. The childminder is able to take and collect children from the local school and pre-schools. The family has a hamster.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage who attends on a part-time basis. The childminder also offers care to children over five years of age. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. 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 good.

Children benefit from the childminder's commitment to providing good quality care and successfully creating an environment where children are happy and secure. The childminder works closely with parents and carers to ensure that children's individual needs are very well met. She has invested a great deal of time, prior to commencing childminding, developing systems for supporting children's welfare and learning needs. She continuously evaluates her practice to ensure that children enjoy a wide range of activities and opportunities that enable them to make good progress.

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

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

- improve the safeguarding policy to clearly include the procedure to be followed in the event of an allegation being made against the provider or a member of her family.

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

Children are very well safeguarded. The childminder has completed recent training, is confident in her knowledge of the signs of abuse and the steps to take to ensure that children's welfare remains her paramount concern. There is a policy that is in line with local guidance and is shared with parents. The childminder is clear about the procedures to follow if an allegation was made against herself or a member of her family and information for parents about how to raise their concerns is

included in her complaints procedure. Including the information in the safeguarding policy would clarify this area for parents and carers. Detailed risk assessments of both the home, garden and outings have been carried out. Children are well supervised at all times and the childminder checks daily to ensure that all areas and equipment remain safe and risks to children are minimised.

The childminder works very closely with parents and carers to provide continuity of care for children. She has an extensive range of policies that are personal and provide parents support, reassurance and advice. For example, the policy for potty training includes details of working together, reassurance for parents that children will do it in their own time and links to websites that may be useful. The childminder is proactive in gaining the opinions of parents, carers and children when evaluating her practice and identifying areas for improvement. She informed them of the forthcoming inspection and invited them to comment. Feedback was extremely positive with particular reference to the range of activities offered and the warm, friendly environment created for the children.

The childminder is committed to her own self-development and has undertaken several short training courses. She is keen to further her training and has been proactive in seeking funding from the local early years service. She spent time before starting to care for children developing policies and procedures and planning for activities for children of all ages. She is now able to draw on these plans to provide children with an extensive and exciting range of play opportunities.

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

Children make good progress towards the early learning goals and in all areas of their development because the childminder has a clear understanding of the Early Years Foundation Stage. Young babies have lots of physical contact, as well as face-to-face interaction helping to support the beginning of early social and communication skills. They enjoy a wide range of tactile experiences designed to develop their senses and encourage them to explore and investigate. These include treasure baskets and water play. The childminder is aware that young children have limited concentration and they are moved regularly to new activities in other rooms so that they remain stimulated. They also enjoy a daily outing in the fresh air either to the local park or to collect older children from the nearby school.

Children are happy in the setting and loving, caring relationships with the childminder are evident. She ensures the children's welfare needs are addressed promptly and is sensitive to their individual routines knowing when they become tired, hungry or need a nappy change. When children start in the setting she completes a baseline assessment providing her with important information about their stages of development and learning. She can then use this to plan a range of activities and experiences that will support children's next steps in learning.

Older children are encouraged to be independent and play an active role in helping

to plan and initiate activities. The childminder supported their request for a suggestions box, helping them to make one and encouraging them to add their ideas. This helps to support children in using their initiative and their confidence grows as they learn that their ideas and opinions valued and respected.

Children have clear and consistent boundaries so they develop an understanding of acceptable behaviour and through their play are encouraged to share, take turns and respect each other, their surroundings and the equipment they use. They understand the simple house rules, such as, not running inside are there for their own and others safety. The childminder recognises and celebrates each child's individuality. Bilingual children are encouraged to share their language skills with the other children and the group enjoys learning key words and phrases.

Children develop good understanding of healthy lifestyles. As they visit the local parks, play in the garden and walk to and from school everyday they are able to have exercise and fresh air. They are encouraged to eat healthily and are provided with nutritious snacks and drinks. They enjoy, taking part in cooking activities and food preparation tasks such as, making pizzas. They learn about personal hygiene as they wash their hands before mealtimes and after using the toilet. During walks to school they learn about road safety and regularly practise the fire evacuation procedure. The close relationship between the childminder and children creates an environment where children feel safe to share their worries and concerns.

## 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	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	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