

## Inspection report for early years provision

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<b>Unique reference number</b>	EY342341
<b>Inspection date</b>	23/02/2011
<b>Inspector</b>	Patricia Dawes
<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 partner and adult son in West Bromwich, Sandwell West Midlands. The whole of the ground floor and first floor bathroom is used for childminding. There is a fully enclosed garden available for outside play.

This childminder is registered by Ofsted on the early years and both the compulsory and voluntary parts of the Childcare Registers. The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently four children on roll in the early years age range. The setting provides support for 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 (NCMA). The childminder holds appropriate early years qualifications. She takes and collects children from the local schools and makes use of local facilities such as, parks, shops and the library. She attends the local toddler group on a regular basis and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the childminder gathers useful information on children's individual needs. She is pro-active in promoting inclusion and effectively supports all children in their learning and development. Most documentation is maintained and all relevant policies and procedures are reflective of practice and suitably implemented. The childminder has effective partnerships with parents, carers and other professionals where systems have been appropriately developed, so they have regular communication to promote consistency of care. The childminder shows commitment and capacity to improve the quality of her care through reflective practice and has a system to record identified areas for improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all legally required children's records and attendance records are maintained and made available at inspection (Documentation).
- 31/03/2011

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

- continue to develop and use self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

Children are safeguarded as the childminder has a sound awareness of child protection issues and procedures. She is clear about what she would do in the event of any concerns about a child. She has all the relevant information to be able to take the appropriate action if necessary including a duty of care statement which parents acknowledge and sign. All household members are known to Ofsted to enable appropriate checks to be undertaken. All records are stored appropriately to ensure confidentiality. There are systems in place to record children's attendance, accidents and medication, parental consent to seek emergency medical treatment and information regarding legal contact and parental responsibility for the children; however these are not always in place for every child attending. Risk assessments are conducted and recorded, however the record does not contain sufficient information to clearly demonstrate identified hazards and how these are minimised. All of this has the potential to compromise children's safety and well-being.

The childminder is enthusiastic, friendly and caring and helps children to feel secure and at ease in the setting. The childminder is intuitive and skilled in her interaction with children, for example, using water play as a diversion tactic for a child who has arrived at the setting unhappy that his parent is leaving. Children are happy to play independently and the childminder is always close at hand to offer support. The childminder makes good use of the space available in her home. Children choose from a wide variety of age-appropriate resources available to them. They are able to direct their own play and enjoy a varied day, with regular outings to a local park and play venues to explore the local environment. This helps children develop their independence, social skills and confidence.

The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. There are plenty of resources and pictorial displays that reflect positive images of diversity. The childminder utilises the local toy library to extend her range of resources. As a result, children are developing their understanding and learning about a wider society.

The childminder works closely with parents from the outset, gathering key information about children's individual care needs and interests to help them settle in. The childminder ensures parents are kept fully informed about their child's daily routine and achievements. This she does through regular daily discussions, written care plans and photographic learning journals. The childminder recognises the importance of working with other professionals and is making appropriate links with the nursery in order to meet the needs of children and support children's continuity of care and learning.

The childminder reflects on her practice and makes changes as required to benefit

the outcomes for children. For example, she has gained a Level 3 National Vocational Qualification (NVQ) in childcare and is continuing with her learning to degree level. She has undertaken some formal self-evaluation of her provision, and has identified her strengths and some areas for improvement. She is committed to improving her practice and has a clear vision for the future.

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

Children receive good levels of support to secure their progress towards the early learning goals. The childminder is effective in her interaction as she has a clear understanding of where children need support. She records useful and relevant information about what children can do, and also information about what their next stage of learning is and what support they need. The childminder then successfully uses this information to plan either adult-led activities or support children's learning through free play. Information is recorded and shared with parents, who have yet to add their comments to assist the childminder to make improvements.

Children are comfortable in the environment and move around freely. Babies have space to crawl and learn to walk. They enjoy looking at books or themselves in a mirror, which encourages babbling and a positive self image. They play with treasure baskets filled with metal items that make different sounds when banged together. Older children are developing their language skills as they are encouraged to join in conversations during play. They extend their vocabulary by sharing their thoughts and experiences and through encouragement from the childminder to learn new words. Routine activities such as singing nursery rhymes, reading stories and making marks enhance children's communication skills. Children develop an understanding of numbers and shapes through daily routines and play, such as matching and sorting shapes and colours, singing number rhymes and counting everyday objects like cars and trees while walking to school. They expand their simple calculation skills and learn about differences in size and pattern during cooking activities and categorising toys according to size and colour. Children are developing their skills for the future as they learn to use a good range of programmable toys, such as a laptop, mouse and various educational programmes. This gives them opportunities to acquire basic skills in operating simple equipment.

Children use imagination and express their thoughts while using a good range of art materials to develop their creative skills, for instance making cards and pictures to celebrate different festivals. They learn about music, rhythms and movement as they take part in 'drumming' sessions at the local children's centre. Children's knowledge, awareness and understanding of the wider world are promoted well. They are able to access a good range of resources that reflect cultural diversity and disability and the environment has colourful pictorial displays depicting other cultures and languages. Children enjoy playing in the garden with a good selection of outdoor equipment. They wear suitable attire, such as sun cream during the warm weather to keep them safe and Wellington boots in the rain to keep their

feet dry. They also visit other play venues to experience and play on larger equipment, which all helps to develop their physical skills and promote a healthy lifestyle. A variety of themed activities is planned to supplement children's learning and knowledge of the environment, including nature walks in all seasons and trips to the park, zoos and farms. Children also help in the garden, planting and growing flowers, bulbs, seeds or cress. They also take part in explorer's events which helps them to understand the re-cycling process.

Children's behaviour is excellent. They are happy and confident, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. Children's health is promoted well. They knowingly follow good hygiene practices, such as washing hands before eating, after toileting and messy play. They are aware this is to protect them from 'germs'. All children enjoy the benefits of nutritious and well-balanced foods and drinks which the childminder provides. Pictorial displays of healthy food options encourage children to talk about their favourites foods and why these are 'good for you'. Children learn to keep themselves safe through practical daily routines such as practising fire evacuation procedures. The childminder's also offers guidance on the dangers of traffic and strangers when out in the community or using scissors and knives safely in the home.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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