

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY272220
<b>Inspection date</b>	11/03/2011
<b>Inspector</b>	Lucy Showell
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2003. She lives with her husband and five children aged 19, 17, 13, 11 and six years in a detached house in Redditch, Worcestershire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children at any one time. There are currently seven children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. However, there were no children present at the time of the inspection. The childminder also offers care to children aged over five years. She is able to take and collect children from local schools and pre-schools.

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

Overall the quality of the provision is good.

The childminder provides a warm and welcoming child-centred environment where all parents and children are valued and clear relationships established. Children are all treated as individuals and the childminder gains valuable information from parents regarding requirements and preferences to ensure their needs are inclusively met and individual routines followed. Children make good progress in their learning as they enjoy a variety of well-organised and stimulating activities. The childminder demonstrates good capacity for continuous improvement through identifying areas of strengths or weaknesses and completing additional childcare qualifications.

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

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

- use a system to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times.

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

Children are effectively safeguarded because the childminder has good understanding of her safeguarding responsibilities. This is supported by useful guidance information and current contact details are available. All suitability checks are completed and the childminder shares information with Ofsted regarding other adults in the house. Consequently, their suitability can be accessed as required. Space and resources are organised well and the childminder checks her home regularly to ensure hazards are kept to a minimum. For example, the house is secure and equipment is suitable and safe for the ages of children attending. Written risk assessments are in place and records of any actions taken are

maintained. However, there is no system for recording visitors. The childminder understands her responsibilities with regard to conditions of registration and how to meet the welfare requirements within the Early Years Foundation Stage. Effective self-evaluation and monitoring systems are established and the childminder shows a keen interest in developing her skills and knowledge further. She has attended various training events relating to legislation, health, safety and children's learning. She hopes to use the knowledge and skills developed from these opportunities to continually improve the quality of the provision for the children that she cares for. She regularly reviews her documentation and checks the quality and suitability of resources to ensure sustainability of her provision.

She has developed good relationships with other childminders and together they discuss practice issues and share ideas. The childminder does not currently care for children who attend other early years provision. However, she recognises the importance of partnership working, should the need arise. The childminder caters well for children who are multi-lingual. She has learnt a subsequent language to a confident level, enabling her to communicate fully with all the children attending. She also translates some of the documentation for the parents and helps to establish links with the school that older children attend. The childminder provides parents with useful information about her services. This includes a good range of robust policies and procedures and informative displays of certificates, registration and insurance documents. Information is obtained from parents before care commences regarding children's health and welfare needs and daily news is shared effectively. All necessary records are maintained for hours of attendance, medication, accidents and existing injuries and all parental consents are in place. Parents have been invited to share their opinions of the childminder as part of the evaluation processes. They express their delight in the childminder and true appreciation of the care she gives their children.

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

There were no children present during the inspection. Therefore, the childminder provides evidence through discussion, documentation and photographs. These show that children are confident and settled within her home. Space is organised effectively and provides children with opportunities for messy play, free and physical activities and relaxation or sleep. Children's sense of belonging is promoted as they are encouraged to self-select from the range of toys available which are age-appropriate and promote positive images of diversity. The childminder explains that she adopts a calm approach to the children encouraging good behaviour through gentle reminders during play and opportunities to share and take turns with favourite resources. She enables children to learn the importance of keeping safe by ensuring they are aware of road safety and stranger danger when out and about. They become increasingly aware of the needs of others as they take part in community sports and charity events. She encourages older children to develop good personal hygiene practises by washing their hands well and taking care of their own toileting needs. Parents provide packed lunches for their children. These are healthy and nutritious and can be supplemented with

fresh fruit or savoury snacks from the childminder if requested. Individual drinks are available throughout the day to ensure children are suitably hydrated.

The childminder demonstrates an enthusiastic knowledge of the children in her care and fosters their individual needs accordingly. She recognises and records children's achievements through observations during play and provides stimulating and well-organised experiences to encourage further development. The records of children's progress are related to the areas of learning and used to identify next steps for development. The daily log is a great source of information. This is used by the childminder to reflect on the provision and shared with parents and carers if appropriate. The childminder's flexible planning shows a good balance of adult-led and freely-chosen or child-initiated activities. Children are able to select favourite resources such as construction, role-play equipment, familiar stories and jigsaws. The childminder explains how children enjoy drawing and painting pictures, making collages or cooking as well as group games with older children when they arrive after school. Children extend their own learning as they share ideas for what they would like to do. For example, they look at photographs whilst reminiscing about experiences and requesting to revisit these. Outdoor opportunities are delivered through good use of the garden and the local amenities. Here, children can enjoy the fresh air whilst using a range of traditional equipment such as climbing frames, slides and swings. Additional experiences such as visits to museums, nature centres, safari park and trips on the train to Birmingham 'beach' in the summer take place. These provide children with developing awareness of their community and time to socialise, explore and investigate the world around them.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----