

Inspection report for early years provision

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<b>Unique reference number</b>	EY315770
<b>Inspection date</b>	16/03/2011
<b>Inspector</b>	Karen Cooper

<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 2007. She lives with her husband and four children aged 21, 20, 12 and nine years old in Bearwood, West Midlands. The whole ground floor of the childminder's house and outdoor playhouse are used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time. She is currently minding four children, all of whom are within the early years age range and attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from the local school.

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

Overall the quality of the provision is good.

Children are happy, settled and have formed good relationships with the childminder. There is a varied range of age-appropriate toys and resources to support children's development, as a result, children make good progress in their learning. The childminder ensures that all children are valued and included. Strong links have been established with parents and other practitioners to ensure children's needs are well-met. Policies and procedures are mostly effective. The childminder is committed to developing and improving her practice and demonstrates a positive attitude towards continuous improvement.

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

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

- develop further observation and assessment systems to ensure children make progress towards all areas of learning
- assess the risks to children in relation to the garden and take action to minimise these.

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

The childminder has a good knowledge and understanding of the signs and symptoms of abuse. She knows the appropriate procedure to follow should she have a concern about a child and this ensures children's well-being is protected. The safeguarding statement is shared with parents and the childminder has completed online training to ensure her knowledge and skills are up-to-date. There are robust vetting procedures in place to ensure all adults within the household are

suitably vetted. The childminder regularly carries out written and visual risk assessments to identify hazards within her home and for any outings undertaken with the children. However, the perimeter of the garden is not sufficiently secure to ensure children's safety is fully protected.

The playhouse is well-resourced and utilised to its full potential to provide children with choices about where and what they wish to play with. It offers a wealth of toys and resources to support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the range of children attending. The childminder's planning of activities is flexible and develops through the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities.

The childminder regularly reflects on the service that she provides and has completed the Ofsted self-evaluation form. She demonstrates a commitment to continuous improvement and has attended first aid and food hygiene training to ensure her knowledge is up-to-date. The childminder is welcoming to all children and their families and works in close partnership with parents. Relationships are open, friendly and trusting, this helps ensure children are settled and secure. The childminder establishes a good two-way flow of information with parents to ensure they are fully informed of their child's care routine. The childminder regularly provides parents with photographs which are used as a joint process between the setting and home to ensure that they are fully informed of their child's daily activities. Parents are issued with a range of policies covering all aspects of the childminding service provided. Documentation is well-organised and stored appropriately to ensure confidentiality is maintained. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She has formed positive links with the local school, pre-school and other childminders.

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

Children spend quality time forming strong relationships with the childminder, as a result they are happy and well-settled. The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and daily routines and activities are flexible and reflect a range of learning opportunities. The childminder's knowledge of each child's preferences ensures that their individual needs are well-met. She carries out observations on the children's progress and development and has devised individual folders which contain some photographic evidence and samples of children's work, which is shared with parents. However, the information gained from the observations is not used sufficiently to ensure that children make progress in all areas of learning and development.

Children are encouraged to develop their simple problem solving skills when joining in with nursery rhymes, completing puzzles and participating in construction play. They have access to a range of musical, programmable and electronic toys to encourage them to explore, investigate and develop their understanding of how

things work. Plenty of opportunities are provided for children to develop their creative skills, such as, painting, printing, collage, colouring and cooking. They have access to a variety of books to help develop their early literacy skills and concentrate well when listening to familiar stories. Good opportunities are provided for children to enhance their early writing skills, such as, tracing and stencilling. Posters displayed around the playroom encourage children to see letters in print. Children enjoy being active and have access to a good range of outdoor equipment to help develop their physical skills. They also benefit from activities outside the childminder's home. For example, they frequently go for walks to the park and library. Children are learning to respect each other and have access to a variety of resources that promote positive images of diversity including books and figures.

Children learn about what is dangerous and how to keep themselves safe. They know the procedure for evacuation in an emergency which the childminder ensures is regularly practised with them. Appropriate fire equipment, such as, a fire blanket and smoke detectors are provided and are regularly checked to ensure they are in good working condition. Through activities and daily routines children become aware of healthy eating and good hygiene practices. They are provided with a variety of healthy snacks and reminded to wash their hands before eating. Food provided by parents is stored appropriately. Children are well cared for if they have an accident and there are effective procedures in place to protect them from illness and 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

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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

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