

## Inspection report for early years provision

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<b>Unique reference number</b>	255092
<b>Inspection date</b>	11/04/2011
<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 has been registered since 1996. She lives with her two adult children in a house in Oldbury, Sandwell. The location is convenient for schools, shops and park. The family have a cat. The whole of the ground floor of the property is used for childminding. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding four children, of whom, one is within the early years age range. All of the children 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 a member of the National Childminding Association. She 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 well settled and have formed positive relationships with the childminder. They have access to a generally good range of age-appropriate toys and resources to aid them in their learning and development. The childminder ensures that all children are valued and included. Effective links have been established with parents and the local schools to ensure children's needs are well met. Policies and procedures are well organised and 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 assessment procedures to plan the next steps in a child's developmental progress and regularly review this approach
- expand the selection of outdoor resources to ensure a well-spread range of activities.

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

Children are protected because the childminder has a good understanding about safeguarding procedures. There is a clear safeguarding procedure in place which is shared with parents and the childminder has attended relevant training to ensure her knowledge and skills are up to date. Clear and robust vetting procedures

ensure all adults within the household are suitably vetted. The childminder regularly carries out visual and written risk assessments on her home and any outings undertaken to ensure children's safety is fully protected. Toys are regularly rotated and the childminder provides a range of exciting learning opportunities which are easily accessible. However, outdoor resources are limited and as a consequence children are not fully provided with a well-spread range of activities.

The childminder holds a Level 3 early years qualification and is an experienced childminder. She regularly attends training to update her knowledge and skills and has completed training for first aid, safeguarding, Early Years Foundation Stage and food hygiene. She understands the importance of evaluating her provision and has completed the Ofsted self-evaluation form to ensure she is able to effectively meet the individual needs of all children.

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 verbal and written information with parents to keep them fully informed of their child's progress and care routine. Parents are issued with a range of policies and procedures covering all aspects of the childminding service. The childminder is methodical in her approach to paperwork; as a result all documentation is well organised, regularly reviewed and stored appropriately to maintain confidentiality. 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 are happy and settled and the childminder ensures that children feel emotionally secure by building good relationships and providing a consistent routine. The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Daily routines and activities are flexible and reflect a range of learning opportunities, covering all six areas of learning. The childminder acquires children's starting points at registration and this enables her to value and build upon their existing skills. She plans a range of stimulating activities ensuring there is a good balance between child-initiated and adult-led activities. The childminder regularly carries out observations on the children's progress and her knowledge of each child's preferences ensures that their individual needs are well met. Although, the childminder clearly demonstrates that she knows the children well, assessment systems have yet to be fully implemented to enable her to plan for the next steps in a child's developmental progress. The childminder encourages children to be considerate of others, share and take turns. She aims to ensure that children always feel good about themselves by praising them for their behaviour and efforts; this helps build their self-esteem.

Children are relaxed and content. This enables them to make good progress in

their personal, social and emotional development. They are encouraged to try out new skills such as planting cress seeds and observing them as they grow. They frequently use musical toys and enjoy making their own shakers to use when listening and dancing to music. They are provided with plenty of opportunities to develop their communication, language and literacy skills and regularly visit the library to further encourage their love of books. Children have access to a variety of utensils and equipment to help develop their simple writing skills. Their creative and imaginative development is well supported as they regularly participate in craft and cooking activities. Children develop their simple problem solving skills through construction play, stackers, shape sorters and every day routines such as counting and sorting the washing line pegs. Children also benefit from a range of outings and activities outside the home such as, visits to the park and toddler group where they are able to socialise with their peers.

Children are learning to respect each other through their play and have access to a variety of toys and resources that help raise their awareness of diversity. Children are developing a good understanding of how to stay safe. For example, they participate in fire drills to ensure they know what to do in the event of an emergency. Through daily routines children begin to develop good hygiene practices. They are reminded to wash their hands at appropriate times of the day and individual flannels ensure the risk of cross-contamination is reduced. Children's individual dietary needs are established on admission and are fully supported by the childminder. Food provided by parents is appropriately stored and fresh drinks are readily available to ensure children remain hydrated.

## 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