

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360319
<b>Inspection date</b>	18/05/2011
<b>Inspector</b>	Kashma Patel
<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.

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## **Description of the childminding**

The childminder has been registered since 2007. She lives with her husband and two children aged five and eight years old in Walsall. Local amenities and bus routes are within walking distance. The whole of the ground floor of the childminder's house is used for childminding and the upstairs landing for sleep. The family have a pet dog, guinea pig and a rabbit. Access can be gained via one step at the front of the home.

The childminder is registered to care for a maximum of four children any one time and is currently minding six children in the early years age on a full and part-time basis. She is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The childminder walks and transports children to local schools and pre-schools. She also attends the local toddler group and local childminding groups in the children's centre.

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

Overall the quality of the provision is good.

Children are happy and very settled in an inclusive environment where they access a wide variety of interesting activities both indoor and outside in the garden. As a result, children make good progress in the six areas of learning and behaviour and interaction with their peers and others is outstanding. Children are safe in their environment where all aspects of their welfare are well-promoted. Exceptional partnerships between parents and other carers ensure continuity in children's care and development. The childminder demonstrates a strong capacity to improve and adopts a range of methods to successfully monitor practices. This helps to ensure each child makes sound progress in their development.

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

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

- continue to develop opportunities for children to extend their learning at home.

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

The childminder demonstrates a clear commitment to safeguarding. She has updated her training and has a good awareness of the signs and symptoms of abuse or neglect and the procedures to follow should she have any concerns about

children's welfare. Risk assessments are in place for the home and outings in the community. This is further supported by daily visual checks, to ensure that potential hazards to children are identified and minimised.

Children access a wide range of toys and equipment which are safe and promote children's enjoyment and learning in all areas. Resources are easily accessible to enable children to make choices about their play and learning. A positive commitment to equality and diversity is demonstrated by the childminder who promotes equal opportunities through meeting children's individual needs well. There are effective procedures in place to support children with special educational needs and/or disabilities.

The childminder has a strong commitment to improvement and professional development. She plans to start the Early Years Professional Status. Effective systems are in place to help identify areas for further development to which both parents and children contribute their views. For example, children are consulted about what toys they would like to be purchased. The garden area has been developed to promote free-flow which enables children to initiate their own learning and contributes to their good health. These measures demonstrate that the childminder has the capacity to maintain continuous improvement.

Exemplary partnerships are in place between the childminder, parents and other carers. The childminder collects information on children's individual needs, such as preferences and interests when they start to help them settle in her home. Excellent daily verbal feedback and the on-line system ensures parents are kept very well informed about their children's progress. The website enables parents to view children's progress and also make comments to support their care and learning. Some systems are in place to enable children to continue their learning at home, however, the lack of consistency means that some opportunities are missed. There is excellent communication with other settings that children attend, the childminder regularly receives and gives feedback on children's progress with her and other carers, such as the childminder and the nursery class. Parents speak very highly of the childminder and have noticed the good progress their children have made. Several letters and cards from parents further support this.

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

Children are very happy and relaxed in the childminder's company. They show an extremely strong sense of security and belonging with the childminder. All children display high levels of confidence as they freely explore their surroundings both inside and outside in the garden. There are excellent relationships between the childminder and the children who work exceptionally well independently and with their peers. Children have excellent co-operation skills and show high levels of concern for each other when they are upset. Children thrive as they are consistently rewarded with stickers and praise for their efforts. They make good progress in the six areas of learning through a wide range of play opportunities which support and challenge individual children. Activities and planning are based on children's individual needs and interests. Observations and assessments help to

identify what children need to do next and any gaps in their learning. Good use is made of observations which are evaluated at the end of the day, in order to plan for the next stage in children's learning. Assessments clearly show children's good progress and areas that need further support or challenge.

Children thoroughly enjoy their time with the childminder. They take control of their learning as they decide where to play and with which toy. For example, in the garden, younger children use wheeled toys to ride on whilst older children receive support to ride bikes without stabilisers. Children investigate their environment as they look for toy bugs in the garden which are hidden by the childminder. They develop new vocabulary as the childminder uses words, such as camouflage and names various bugs. This is further supported as the childminder reads children's favourite stories, such as a story about the lifecycle of a caterpillar. Children use props, such as fruit and leaves to bring the story to life. Children solve problems as they count the bugs and work out how many more to find. Skills for the future develop as children access a wide range of electronic toys and equipment. Children develop their imagination as they engage in role play activities. They enjoy dressing up and serve play food to the childminder and visitors. Children learn about different cultures as they look at books and make different faces with the skin tone clay. The childminder ensures children are able to socialise with children from other communities through regular attendance at pre-school groups.

Good hand washing practices and nappy changing routines ensure children's health and hygiene is promoted. Children learn to wash hands before food and after they handle the pets. Parents provide a packed lunch for children which is supplemented by the childminder with fresh fruit. Drinks beakers are stored at children's level to ensure they are able to access them independently when they are thirsty. The childminder promotes children's understanding of healthy eating through activities where children cook and help prepare food.

## 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	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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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