

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347420
<b>Inspection date</b>	07/09/2011
<b>Inspector</b>	Karen Millerchip
<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 was registered in 2007. She lives with her husband and two children aged 12 and eight years old in Redditch. All areas of the house are used for childminding. There is a fully enclosed-garden available for outside play and the family has a pet dog.

The childminder holds a level 3 childcare qualification and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently minds five children in the early years age range and two older children on a part-time basis. The childminder is able to take children to and collect them from local schools and regularly attends local groups.

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

Overall the quality of the provision is good.

Children are warmly welcomed into this setting where the childminder treats them with warmth and kindness, nurturing their development. She promotes all aspects of children's care and education, valuing each child as a unique individual. Planning, observation and assessment takes place and generally support children's progress towards the early learning goals. The childminder builds sound relationships with parents to underpin children's welfare and is developing ways to share information with other providers of the Early Years Foundation Stage. She has begun to use self-evaluation as a process for identifying strengths and areas for development in her provision to support 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 the links between observations and planning the child's next stage in learning
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

The childminder has a good awareness of her child protection responsibilities and is fully aware of the possible signs of abuse and neglect. She is clear in her understanding of how to record and who to report any concerns to. The childminder has recently undertaken a higher level of safeguarding training to ensure that children are well protected. Children are well supervised at all times and the childminder sensitively intervenes when children are reluctant to share

their favourite toy to further promote their understanding of being kind to one another. She ensures their safety by undertaking daily checks of both the home and garden to ensure hazards to children are identified and minimised. Children's health is well promoted as the childminder holds a current paediatric first aid certificate. Clear procedures are in place in the event of accidents, for the administration of medication and if children are unwell. The childminder holds an appropriate National Vocational Qualification and attends a wealth of additional training to promote her continuous professional development. She provides a child-centred environment and acts as a positive role model to the children. The childminder has developed a good range of written policies and procedures covering different aspects of her care, such as, behaviour management and health and safety. Each policy supports her current good practice and is shared with parents. Self-evaluation is being developed to identify strengths and areas for future development. The childminder has acted on recommendations made at the last inspection. She has increased children's access to positive images of different groups in society, increased the range of resources to include a wider variety of activities and she has updated medication records to ensure they are signed by parents.

The childminder organises a flexible daily routine to ensure that children's individuality is recognised and effectively met. She promotes a supportive environment where children receive attentive care and are fully supported in developing their language and communication skills. The childminder provides a good range of quality resources and play materials which are appropriate to the children's age and stage of development. The childminder ensures that resources are fully sustainable. For example, she can borrow additional resources from a local toy library. The effectiveness of the childminder's engagement with parents and carers is good. Relationships with parents are open, friendly and professional. This helps to ensure continuous and consistent care for the children and ensures that parents' wishes are respected. Verbal discussions and daily communication books are used to exchange information. The childminder seeks parents' views through questionnaires. Positive written comments from parents show they value the childminder and are very happy with all aspects of the service provided. The childminder understands the importance of working in partnership with other providers who deliver the Early Years Foundation Stage to ensure continuity of care for children. However, effective systems are not yet in place and this could potentially impact on the progress made by children.

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

Children settle quickly in the friendly and relaxed family atmosphere. They are happy, have fun and develop positive attitudes towards learning as they play. Children are offered a variety of adult-led and freely-chosen activities that support them in making good progress in their learning. The childminder is continuing to develop her knowledge of the Early Years Foundation Stage. She has a sound understanding of child development and of the importance of making observations and assessments of each child's achievements and interests. However, this

information is not yet used to plan for individual children's next stage in learning, which could inhibit their progress towards the early learning goals.

Children enjoy their time in the childminder's care and relationships are warm and caring. The childminder takes the lead from the children building on their ideas as they play. She asks appropriate questions to encourage children to think and extend their learning. Children are developing their appreciation of books and they confidently turn pages and experiment with new words as they re-tell familiar parts of the story. They have opportunities to make marks as they draw and paint. They are encouraged to count and are developing their problem solving skills, for example, children concentrate and persevere as they complete puzzles and learn to recognise different shapes and colours. Children enjoy activities which promote their creative development. They use their imaginations as they play with a selection of vehicles on the road mat and as they use the toy lawn mower and home corner resources. Children make models out of construction resources and have opportunities to explore, colour and texture as they create collage pictures and paint. Children are beginning to learn about the world around them, for example, nature, the change of seasons and how to care for animals. They enjoy outings, such as, trips to see ducks and chicks, to the local park and community groups. They thoroughly enjoy daily opportunities to play outside where they move confidently and develop skills in co-ordination and control.

Children feel secure, confident and develop a sense of belonging to the setting. They are actively encouraged to learn about dangers and how to keep safe. For example, they learn about road safety, why they should not approach strangers and how to evacuate the building in the event of a fire. Good priority is given to developing children's awareness of how to use tools, such as, scissors safely. Children respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. They are learning to share, take turns and to be kind and polite to one another and develop good manners. Children receive praise and encouragement which promotes their confidence and self-esteem.

Children benefit from a clean, warm and comfortable childcare environment and are learning to keep themselves healthy with support from the childminder. For example, they readily wash their hands at appropriate times of the day and have great fun as they help to wash play equipment that has become wet in the garden. The childminder is aware of the risks associated with having a dog and sound hygiene routines and proper management minimise these risks. Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents, as she discusses dietary requirements with them. Parents provide packed lunches for their children. The childminder further develops children's understanding of healthy eating and she offers them fruit as a snack. Drinks are readily available, which ensures that children do not become thirsty.

## 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	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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