

## Inspection report for early years provision

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<b>Unique reference number</b>	255009
<b>Inspection date</b>	15/09/2011
<b>Inspector</b>	Lucy Showell

<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 1997. She lives in a terrace house in Smethwick. The ground floor of the childminder's house is used for childminding, with access to the bathroom upstairs. There is a fully enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She makes use of local facilities such as book and toy libraries, parks, woods and shops, and attends local toddler groups.

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

Overall the quality of the provision is good.

Children are cared for in a homely and relaxing environment. The childminder works successfully with parents to ensure all children's needs are inclusively met and individual routines are followed with regard to their requirements and preferences. As a result, the childminder understands and values the uniqueness of each child in her care. Children make good progress in their learning because they enjoy a variety of well-organised and stimulating activities. The childminder demonstrates good capacity for continuous improvement through evaluating her practice and attending relevant training to develop knowledge and skills further.

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

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

- analyse the observations and use the information obtained to show progression and next steps in children's learning
- use a system to record the names of any visitors, the purpose of the visit, and details of arrival and departure times.

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

Children's safety is secured because the childminder has good knowledge of safeguarding procedures. There are relevant contact details and guidance documents in place which are used to ensure a clear understanding of the signs of possible abuse. Suitability checks are completed for all adults living in the house and identification is requested for all visitors, although not recorded. The childminder maintains clear documentation to ensure the smooth running of her provision. This includes a good range of robust policies and procedures, and

registration and insurance certificates are clearly displayed. She has a good knowledge of her responsibilities with regard to conditions of registration and she meets the welfare requirements within the Early Years Foundation Stage. All necessary records are maintained for hours of attendance, medication, accidents and existing injuries and all parental consents are in place.

Space and resources are organised well and the childminder checks her home regularly to ensure hazards to children are kept to a minimum. For example, the house is secure and resources are suitable and safe for the ages of children attending. Children's safety is further secured because clear and detailed risk assessments are in place and records of the checks carried out and any actions taken are effectively maintained. The childminder has recently evaluated her provision using the Ofsted document. She is successfully exploring how this procedure can be used as an ongoing system to continually improve the quality of the provision for the children that she cares for. She shows a keen interest in developing her skills and knowledge further using information gained at additional training and through discussing best practice with other childcare professionals.

The childminder regularly reviews her documentation and checks the quality and suitability of resources to ensure sustainability of her provision. The childminder is fully aware of her responsibility to communicate effectively with other professionals providing care for children at other settings. She demonstrates this through her well-established relationship with the staff at the nursery and pre-school group that children attend. As a result the children receive cohesive experiences and the transition process is effective. She works well with parents by providing useful information about her services, obtains valuable information from parents before care commences regarding children's health and welfare needs and daily news is shared effectively. Parents express their delight in the childminder with comments such as 'My child is very happy and I think the quality of care you provide is brilliant...'

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

Children are confident and very settled in this warm and welcoming environment. Their 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. There are currently no children attending with either English as an additional language or special educational needs and/or disabilities although the childminder has a good knowledge and experience regarding supporting children's specific needs and would adapt activities accordingly. The childminder adopts a calm and friendly manner with the children, encouraging good behaviour through gentle reminders during play and opportunities to share and take turns with favourite resources. Space is organised effectively and provides children with opportunities for messy play, free and physical activities and relaxation or sleep. Children enjoy healthy meals provided by their parents and the childminder allows occasional treats in moderation. She has a good understanding of any special dietary needs and ensures that these are met. Children have free access individual drinks throughout the day which is monitored by the childminder to ensure they

are suitably hydrated. Children learn the importance of keeping safe whilst on outings through developing understanding of road safety and 'stranger danger'. They show good awareness of their personal hygiene as they wash their hands thoroughly after blowing their noses, playing in the garden and using the toilet.

The childminder demonstrates a sound knowledge of the children in her care and fosters their individual needs appropriately. Clear observations are recorded and linked to the six areas of learning and development. However, children's spontaneous progression is not always fully evaluated or next steps are identified. She liaises effectively with parents, gaining initial information about their child's abilities and interests and continues to build on this through sharing examples of their work and photographs of various fun activities at the setting and on outings. The childminder interacts well with the children, asking age-appropriate questions and responding positively to their actions. There is a good balance of adult-led and freely-chosen or child-initiated activities. Children use the space available well as they select favourite resources. For example, they explore and investigate the different activity toys, pressing buttons and twisting knobs to see flashing lights and listening to the range of sounds. They use their imaginations well, acting out real or pretend events using the play people or in the role play kitchen. A good range of games, puzzles and construction bricks develop their understanding of shape, size and colour. They enjoy looking at the wide range of books, retelling favourite stories and predicting what will happen next. Children use the wider environment effectively. For example, they thoroughly enjoy use of the outdoor equipment, developing climbing, catching and negotiation skills. Regular trips to the local park, meeting with other childminders and their minded children and attending various groups provide children with developing awareness of their community and increasing knowledge of the wider world.

## 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
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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