

## Inspection report for early years provision

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<b>Unique reference number</b>	124818
<b>Inspection date</b>	19/09/2011
<b>Inspector</b>	Elizabeth Mackey
<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 1985, she lives with her husband and eight year old daughter. They live in a four bedroom house in Shirley, close to bus routes and the tram link. The downstairs of the home, with the exception of the lounge, is used for childminding purposes. This includes a conservatory, which is used as a dedicated play area. An upstairs bedroom is used for sleep purposes. Toilet and hand washing facilities are located on the ground floor. There is a large, well equipped and fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for no more than four children aged under eight years at any one time, of which three may be in the early years age range. The childminder is currently caring for three children who are all in the early years age group and all attend on a part time basis.

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

Overall the quality of the provision is good.

Children are cared for in a safe and inclusive environment. Established policies and procedures underpin the childminder's good practice. The childminder provides a wide range of stimulating activities, covering the six areas of learning to meet children's interests and promote their development. Engagement with parents is generally good. The childminder is reflective of her practice and identifies her strengths and areas for development through training and self evaluation.

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

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

- improve records of children's progress to clearly show parents how well their children are progressing towards the early learning goals and encourage parents to add to these records

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

Children's safety is given high priority. The childminder adopts a thorough approach to managing safety risks. She has written policies that she shares with parents and these include the procedures she would refer to in the event that she has a concern about a child's welfare. The childminder carries out regular risk assessments to minimise potential risks to children, both in the home and on

outings. She maintains good records relating to the children.

Children enjoy playing in a spacious playroom that has doors leading into the garden. Children are able to choose whether to play indoors or outdoors. There is a wide range of resources that children can reach easily. This enables them to develop independence in choosing what they wish to play with. The childminder supports children well as they play, anticipating and responding to their individual needs. She helps children to learn to keep themselves and others safe as they go about their play and during outings. Children enjoy a wide variety of outings, including visits to the local toddler group. Here they follow the safety guidance given and enjoy the activities offered, together with the opportunity to socialise with others.

The childminder has established good links with other settings the children attend, for example, the local school. She ensures children have a choice of activities that enhance those they experience in school. The childminder has good relationships with parents and provides all relevant information about her service. Parents are happy with the care their children receive and welcome the good communication systems that keep them informed about how their children have been. The childminder makes regular observations of children's play and learning. She records them and adds photographs to share children's progress with their parents. She identifies the next steps for children in their development. However, she does not record how they link with progress towards the early learning goals to clearly show parents how well their child is progressing and also parents are not routinely encouraged to add to these records.

The childminder actively promotes equality of opportunity and provides activities and resources that reflect diversity. She helps children and their families to gain a sense of belonging and of being valued. She also helps children to learn to value the diversity of others.

The childminder is proactive in developing her knowledge. She has recently updated her first aid training and makes sure she has an up to date awareness of any childcare issues. The childminder evaluates her provision, with input from parents. She accurately identifies the strengths and weaknesses of her service and takes action for improvement, demonstrating a good capacity for continuous improvement.

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

Children are making good progress in their learning because they are motivated by the varied range of activities provided. They move freely between the playroom and garden. This supports the children's love of the outdoor area. It is very well equipped and helps children to achieve well, particularly in their physical development. Children confidently use large play equipment and practise their climbing and balancing skills. Routine trips to the local toddler group provide further opportunities for children to experience activities across the six areas of

learning.

Positive relationships between the families and the childminder promote consistency of care. The childminder knows the children well and has cared for most of them on a long term basis. Children are valued as unique individuals and resources, particularly books are used to promote positive discussions about children's own religious and cultural heritage. Children are adopting a healthy life style through many opportunities to enjoy fresh air and exercise, including visits to several different parks. Children demonstrate a clear understanding of the importance of good hand washing routines and healthy eating. Children show they feel safe, confidently making their needs known. The childminder supports them well in their play and she is attentive to their needs. There is a good sense of fun and children demonstrate a sense of belonging.

Children enjoy sharing books with the childminder as they sit on her knee for a story. They are good communicators and eagerly respond to the childminder's questions about the animals in the book. Children's creativity is encouraged; they engage in a wide range of craft activities, including drawing and threading with beads. Children have plenty of opportunities for mark making with different resources during craft activities and concentrate when marking patterns in the sand. Children solve simple problems when they work out how to complete puzzles and build structures with bricks. They also learn how to care for plants and animals; they help the childminder to water the plants and thoroughly enjoy playing with the childminder's new puppy. They understand how to be gentle with him and show concern when they cannot see him. Children are happy, polite and behave very well. They are encouraged to express their own feelings and to appreciate those of others. Children are developing a broad range of skills for the future through well balanced planned activities. They confidently use information and communication technology and enjoy exploring and finding things out for themselves.

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