

## Inspection report for early years provision

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<b>Unique reference number</b>	254971
<b>Inspection date</b>	26/01/2012
<b>Inspector</b>	Jacqueline Nation

<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 2000. The childminder occasionally works with another childminder. She lives with her husband, one adult child and one child aged 13 years. They live in Oldbury within walking distance of local amenities such as schools and shops. The rear dining kitchen and conservatory are used for childminding. First floor rooms are not used, except for access to the bathroom. There is a fully enclosed raised terrace area available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for a maximum of six children at any one time. There are currently 11 children on roll, four of whom are within the early years age group. Children attend on various days.

The childminder has a National Vocational Qualification at Level 3 in Children's Care and Education. She is able to take and collect children from local schools and pre schools and makes use of local facilities such as toddler groups, parks and library.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from being cared for by this dedicated and experienced childminder. The childminder provides good opportunities for children to learn and develop within the Early Years Foundation Stage. Children are happy and relaxed as they learn through play in this welcoming and inclusive environment. Children's welfare is promoted because the childminder has developed good partnerships with parents and other providers of the Early Years Foundation Stage. Planning, assessment and evaluation procedures are well documented and demonstrate a commitment to further improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is appropriate fire detection and control equipment which are in working order so that the safety of children is promoted (Suitable premises, environment and equipment). 09/02/2012

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

- develop further the observation and assessment systems to ensure the

information gained from observations is used to plan children's individual targets in their future learning.

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

Safeguarding is given good attention as the childminder is fully aware of her duty to protect children in her care and the procedures to follow in the event of a concern. She has a good understanding of the signs and symptoms of abuse and updates her skills and knowledge through training. The childminder shares her written safeguarding policy and good practice guidance with parents. Children play safely within the welcoming environment because the childminder is vigilant and ensures all adults undergo Criminal Records Bureau checks to confirm their suitability. Children's safety is given good consideration and detailed risk assessment covers all aspects of the childminding service, including outings. She has some fire detection and control equipment in place and children practise the emergency evacuation procedures. However, she does not have a smoke detector fitted on the first floor of the premises to fully support children's safety. The childminder maintains organised and effective recording systems with regard to the children's attendance, medication and accidents to ensure their welfare is promoted and their needs are met. All records are stored to maintain confidentiality.

The childminder demonstrates a positive attitude to inclusion and is committed to treating all children equally. Children's individual needs are well considered by the childminder who understands and values their unique personalities. The childminder is patient and dedicated to her role and has warm and playful interactions with the children. The childminder encourages children to develop understanding of each other's cultural backgrounds. She offers children a wealth of experiences in the home and wider community, and uses a range of resources, such as dolls, books and play figures which show positive images of diversity. Festivals are explored in a meaningful way as children develop an understanding of different celebrations, such as Chinese New Year. Children have a varied day and there are regular outings to local stay and play groups and visits to other childminders' homes which support children's developing confidence and social skills. The childminder makes good use of the available space in her home. Children delight in being able to select their own toys and resources from the wide range that are on offer to them. Good attention is given to making sure children play with toys that are safe, clean and in good condition.

Partnership with parents is good and they receive detailed information about the setting through a range of policies and procedures. Settling-in procedures are flexible and relevant information is gathered at initial meetings to ensure children settle well. The childminder has daily conversations with parents providing information about their child's achievements, well-being and care routines. Positive feedback from parents indicates that they are very satisfied with all aspects of the childminding service. The childminder develops effective partnerships with local schools and pre-schools who share children's care to support their continuity of care and learning. The childminder does not currently care for children who have

special educational needs and/or disabilities. However, she is fully aware of the importance of working closely with outside agencies to ensure children's needs are met effectively. The childminder is committed to improving her practice by addressing the recommendation set at her previous inspection, improving outcomes for children's health and well-being. The childminder evaluates her day-to-day practice and has completed a formal self-evaluation of her provision. She is keen to improve her knowledge and skills through further training and demonstrates a commitment to ongoing improvement.

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

Children make good progress towards the early learning goals in all aspects of their learning and development. They benefit from a relaxed, good quality learning environment which helps to enhance their progress and sustain their interest. The childminder has introduced a system to observe and assess children's progress. There is scope for improving how observations are used to plan the next steps in children's learning, to ensure they move on at a pace suitable to their individual needs. Each child has an individual progress diary which includes a delightful range of photographs showing their enjoyment and achievement. These are regularly shared with parents to help them become involved in their child's learning at home.

The childminder has a good understanding of how children learn and recognises the learning opportunities in every day activities. She uses the Early Years Foundation Stage guidance well to make sure they are provided with a good balance of activities both indoors and outside. She also plans activities around different topics and displays a range of posters to support children's learning. For example, topics include people who help us, staying healthy and transport. Children's personal, social and emotional development is fostered well. They are encouraged to develop independence skills and make decisions about what they would like to do. Language and communication skills are fostered effectively through good interactions, story time and singing sessions. The environment is rich in print, children can learn about words and enjoy activities such as marble painting and colouring, thus encouraging their mark making skills. Children access a good range of resources to enhance their imagination and creativity. They dress up as different characters such as knights and like pretend play using the tool bench, play kitchen, garage and cars. Children counting skills are evident as they play, counting the number of cars taken out of the box and problem-solving skills enhanced while playing board games, animal dominoes and building models. Children play with an wide range of electronic toys, such as telephones, shopping tills and a guitar. They enjoy finding out how things work as they push buttons and turn knobs and this helps them take their first steps towards the use of technology in their learning. Good attention is given to promoting children's physical development; they walk to and from school, get pleasure from playing in the garden, visit local parks where they can play on climbing equipment and enjoy visits to a soft play centre. Overall, children successfully develop skills that contribute to their future economic well-being through being curious and

inquisitive learners. They are making good progress in communicating, literacy, numeracy and skills relating to information and communication technology.

Caring and nurturing relationships and well organised routines help children to become secure and confident in the setting. This is evident as children confidently explore their surrounding and settle quickly on arrival at the childminder's home. A strong emphasis is placed on building good relationships and social skills. Children behave very well and respond to the childminder's praise and encouragement. They are encouraged to get on well with each other, be respectful, share toys and resources, and develop good manners. Children's awareness of keeping themselves safe is developing well. The childminder encourages children to share any concerns, they practise the emergency evacuation procedures and the childminder gently encourages them to think about how to use resources in a safe way. For example, by sitting carefully on the settee to read a book and pushing draws in when they have selected toys. Children's welfare is well promoted as the childminder has detailed documentation in place to support any medical and dietary needs. The childminder ensures she has up-to-date contact numbers if a child has an accident or becomes ill whilst at the setting. She holds a valid first aid certificate ensuring she can treat children in the event of an emergency. Children have good opportunities to be active, and rest and sleep according to their individual needs. They adopt good personal hygiene routines and the childminder talks to children about why they need to wash their hands before they eat their lunch. The childminder talks to children about staying healthy, eating plenty of fruit and vegetables, the importance of exercise and brushing their teeth. Parents provide meals and snacks to meet their child's dietary needs during the day and this is stored safely by the childminder until required.

## 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