

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY431122
<b>Inspection date</b>	05/03/2012
<b>Inspector</b>	Patricia Dawes
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 2011. She lives with her two adult children and three children aged seven, 11 and 13 years in Rowley Regis, West Midlands. The whole of the ground floor and the first floor bathroom of the home are used for childminding. There is a fully enclosed garden available for outside play. The family has a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group.

The childminder attends local toddler groups and makes use of local facilities, such as parks, shops and the library. She also receives support from the local authority.

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

Overall the quality of the provision is good.

Children establish positive and warm relationships with the childminder and their peers and enjoy their time in a family-oriented environment. The premises are welcoming and resources are organised efficiently to enable independence in the choice of activities. Successful partnerships with parents and others mean children's needs are generally well met. All policies and procedures are inclusive and implemented successfully to promote their welfare. Regular self-evaluation by the childminder ensures that priorities for development are identified and acted on to improve outcomes for children.

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

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

- review assessment systems so that parents have regular opportunities to add to records, and involve parents in practical ways to support their child's learning and development
- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency.

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

Children are protected from harm or neglect because the childminder has a good knowledge and understanding of her role in safeguarding children. All adults within the provision have undergone effective vetting. The childminder has attended the

relevant training and is able to put appropriate procedures into practice should she have concerns about a child. She conducts effective risk assessments and takes action to manage or eliminate hazards in order to ensure children are safe indoors and outdoors. All areas within the home are safe and secure.

Children learn to keep themselves safe through relevant stories and the childminder's guidance, including road safety and how to use equipment safely, both indoors and outdoors. Children independently access well-organised resources in a motivating environment. They are valued as unique individuals and support is offered according to their needs. Therefore, inclusive practice is well promoted. They are encouraged to understand and respect the values and differences of others through varied play opportunities and experiences. Sufficient resources are available depicting positive images of diversity.

Since registration, all required written policies and procedures have been devised and shared with parents. The childminder has taken appropriate action to tackle aspects identified as needing improvement. Children are provided with good quality toys and equipment suited to their age and stage of development. Their progress towards the early learning goals is shared with parents verbally on a daily basis and regularly through documentation, such as learning journals. The childminder demonstrates a sound knowledge of how to develop partnerships with other professionals, such as local pre-school staff and nurseries children attend. However, she has yet to make these links secure to ensure she complements the education and care they receive in other settings and ensures consistency.

The childminder understands her strengths and identifies suitable areas for development. She has made good progress to develop her service since registration and is proactive in extending her knowledge and skills, which demonstrates the capacity to maintain continuous improvement.

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

Children are content and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. She plans age-appropriate and purposeful play to cater for the needs of individual children in the six areas of learning. The childminder undertakes significant observations of the children during activities and records information in a learning journal. She has set up a good system to assess children's play, which helps her plan activities effectively for their next steps in learning. However, parents do not have regular opportunities to add to their children's records or be involved in practical ways to support their child's learning. This has the potential to hinder their development.

Children develop social skills as they take part in group games and happily take turns. Plenty of opportunities are arranged for them to become aware of their local community and be able to interact with other children, as they visit a variety of pre-school settings, parks, the library, and other childminders in the area. They establish good relationships with adults and peers. They feel secure and learn to

care for living things, such as the plants they grow. Children show concern for others through role play and when others are hurt. They are confident and make a positive contribution to the setting as they take part enthusiastically in self-chosen activities. They are well behaved and have a good awareness of right and wrong, responding positively to directions from the childminder. Their communication skills are fostered through the childminder's positive interaction, story and singing sessions and making marks. They begin to show some control in their use of tools and equipment. They happily repeat words or use signs and gestures to convey messages.

A selection of resources and activities are provided to help children explore and develop their creative skills; for example, hand and brush painting or making collages. Creating and listening to music supports children's talents, along with texture experiences which include sand, water, play dough and paints. Children develop an understanding of numbers and shapes through daily routines and play, such as matching and sorting shapes and colours, and counting everyday objects in their surroundings. A good range of indoor and outdoor physical activities contribute to a healthy lifestyle. Children are engaged in activities requiring hand-eye coordination and show increasing skill in using construction sets. They go out in the fresh air and take part in physical play at their local park and pre-school settings. In suitable weather conditions, the childminder sets out toys in her garden, enabling children to play in the fresh air.

Children are protected from the spread of infection because there is a good procedure in place to exclude anyone with infectious illnesses, and hygiene practice in respect of washing hands before eating and after toileting or messy play is consistent. Children develop a good understanding of healthy eating, as they enjoy healthy foods, such as fresh fruit, offered to them at snack times. Drinks are readily accessible for all children throughout the session. They are effectively supported to learn about safety as the childminder gives clear explanations of why something is not safe. For example, picking up toys from the floor to avoid trips and falls, and not climbing over furniture or putting items in their mouths. They learn to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers when on outings.

## 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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----