

## Inspection report for early years provision

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<b>Unique reference number</b>	EY434457
<b>Inspection date</b>	09/03/2012
<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 2011. She lives with her husband and two children aged two and six years, in the Great Barr area of Birmingham. The whole of the ground floor is used for childminding. First floor rooms are not used, except for the bathroom. There is a fully enclosed garden available for outside play. There is a pond in the garden. The childminder has a cockatiel.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for four children under eight years. The childminder currently has three children on roll, all of whom are in the early years age range. Children attend on various days.

The childminder walks to local schools and nurseries to take and collect children. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has settled well into childminding and offers children and their families a welcoming and homely environment. Children are happy and making generally good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds well to each child's individual needs. Children benefit from the effective partnership with parents and other providers of the Early Years Foundation Stage. A comprehensive portfolio of information contains all the required documents to ensure children's welfare is safeguarded and promoted. The childminder is committed to developing and improving the quality of her service through ongoing training and evaluation of the provision.

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

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

- ensure the required fire detection and control equipment is in place, this is with regard to the availability of a fire blanket (Suitable premises, environment and equipment).
- 23/03/2012

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

- develop further systems to include parents in practical ways to be involved in their child's learning and development and contributing to their child's learning journal

- support children's understanding of the wider world by expanding the range of resources to reflect the diversity of children and adults within and beyond the setting.

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

Safeguarding is prioritised by the childminder. She has a clear understanding of her role and responsibilities with regard to protecting children from possible harm or neglect and how to pass on any concerns appropriately. Vetting procedures include provision for undertaking Criminal Record Bureau checks. The childminder is fully aware of notifying Ofsted of any changes and her certificate of registration is displayed. Children are cared for in a safe and secure environment with any potential hazards suitably addressed. She has a written risk assessment which covers all aspects of the premises, including the pond in the garden and all outings undertaken with the children. Children learn how to keep themselves safe. They know how to evacuate the premises in an emergency and she talks to them about safety while playing in the garden and the 'Green cross code' while on outings. Most of the required fire detection and control equipment is in place, with the exception of a fire blanket in the kitchen, which is a breach of requirements. Children's records required for the safe and efficient management of the childminding provision are in place and well managed.

The childminder demonstrates a positive attitude to inclusion and children are comfortable in her care. She organises her day effectively around their individual care routines and encourages a sense of belonging by displaying examples of children's art work and photographs. Children are beginning to develop an understanding of the wider society by exploring the environment and visiting local groups. However, there is scope for expanding the range of resources to reflect the diversity of children and adults within and beyond the setting to further develop this aspect of practice. The childminder has given good consideration to the organisation of her home and children are able to access a good range of resources easily and direct their own play. This promotes their enjoyment and achievement.

Partnership with parents is good. They are well-informed about the provision and receive a good level of information, for example, they receive a wide range of written policies and procedures and useful information is displayed in the hallway. From the outset the childminder learns as much as she can about children's individual needs, care routines and parents' preferences. This helps children to settle quickly in her care and ensure their needs are met. The childminder uses daily diaries to provide feedback to parents about their child's day. They include photographs and information about the activities children take part in, meals and all aspects of their personal care and well-being. The childminder has not yet cared for any children who have special educational needs and/or disabilities. However, she has a clear understanding of the importance of working with other professionals to provide a good level of support for such children when the need arises. The childminder has made good links with other providers of the Early Years Foundation Stage. This helps support individual children by ensuring

information is regularly shared and used to promote their enjoyment and well-being.

The childminder uses the Ofsted self-evaluation form to appraise her service and demonstrates a strong commitment to continuous improvement. She is developing a good understanding of the Early Years Foundation Stage and is keen to develop her skills and knowledge through training. She has completed, food safety, observation and assessment and Common Assessment Framework (CAF) training.

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

Children are happy and confident in the childminder's care. The childminder's interaction with the children is good and she clearly enjoys their company. Children make good progress across all areas of their learning and development towards the early learning goals. The childminder knows the children well and she is fully aware of their individual interests, play preferences and achievements. The childminder has introduced a system to observe and assess children's progress. These systems include observations, photographs and individual learning journeys which are beginning to give a good overview of children's progress. However, the system is not yet fully established to include parents in practical ways to be involved in their child's learning and development and contributing to their child's learning journal.

Children are self-assured and their communication skills are fostered effectively through good discussions. Books are easily accessible and children have good opportunities to listen to stories, sing nursery rhymes and action songs. Children are helped to develop their knowledge of letters and sounds by playing games, such as letter lotto. There is good provision for children to practise their mark-making skills and they are encouraged to write their name on their art work, draw with chalks on the patio and take part in painting activities. Early number skills are evident and developing well through everyday discussions and activities. Children's problem solving skills are developing well and they successfully complete inset jigsaw puzzles, compare the size of dinosaurs as they play and make a circle while putting the train track together. They enjoy baking cakes and biscuits where they have the opportunity to weigh and measure the ingredients and they like to taste the end product. The childminder gives children ideas to help them develop their play and use their imagination through activities such as role play, creative activities and providing resources to build dens. Good attention is given to promoting children's physical development. Children get pleasure from playing in the garden using a wide range of equipment, such as sand and water, and the climbing frame and slide. Younger children develop confidence pushing walkers and scooting round on sit and ride toys, skilfully negotiating their route between the two rooms. The childminder takes children to a soft play centre, local parks and play and stay groups. These outings promote not only their physical skills, but also their confidence and social skills. Children develop early technology skills as they explore and investigate how things work using a wide range of electronic

toys. They are beginning to learn about the natural world as they observe birds in the garden, check the pond for frogspawn and talk about changes in the weather. Overall, children are developing good skills to support their future learning.

Children's health and well-being are effectively supported as they have regular opportunities to be active and are able to rest and sleep according to their individual needs. The childminder takes positive steps to minimise the risk of cross-infection. Children are cared for in a clean environment and they learn about daily hygiene routines by washing their hands before eating and after using the bathroom. Appropriate action is taken if a child becomes unwell and the childminder can respond to accidents appropriately as she holds a current first aid certificate. Information about children's individual dietary needs is recorded and the childminder provides a range of healthy snacks and meals to meet their needs. Good behaviour is promoted. Gentle reminders and appropriate strategies help children begin to understand there are rules and boundaries to keep them safe. The childminder encourages children to share and take turns and she gives them lots of praise and encouragement to help build their confidence and self-esteem.

## 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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