

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436848
<b>Inspection date</b>	10/05/2012
<b>Inspector</b>	Shirley Wilkes
<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 was registered in 2011 and lives in the Glascote area of Tamworth with her husband and their 14 month old child. The whole of the ground floor and bathroom on first floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for five children at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll one of whom is in the early years age range. The childminder has a National Vocational Qualification at level 3 and an Early Years Foundation Degree. The childminder is able to take and collect children to and from local schools and pre-schools.

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

Overall the quality of the provision is good.

Children establish positive and warm relationships with a caring and knowledgeable childminder which ensures they make good progress. The premises are welcoming and resources are organised effectively to enable children to access independently. All children make good progress towards the early learning goals given their individual starting points. Good partnerships are developing between the childminder, parents and other agencies to ensure that the needs of all children are successfully met. Policies and procedures are inclusive and implemented successfully to promote their welfare. The childminder shows a dedicated commitment and capacity to improve the quality of her care and has identified some of her strengths and areas for improvement.

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

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

- extend evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

The childminder has good arrangements in place to safeguard children. The childminder has an effective understanding of how to respond if there are concerns regarding a child in her care. Policies and procedures are shared with parents so they appreciate the childminders legal responsibilities. Suitability checks have been completed on household members, providing reassurance to parents that they are suitable to have contact with children.

Risk assessments have been carried out on all areas of the property and for each

type of outing she undertakes to ensure all identified hazards are minimised. The childminder has clear policies, procedures and record keeping systems to cover all aspects of her service. There is a good procedure to protect children from the spread of infection, as arrangements are in place to exclude children who have any infectious illnesses.

Children are supervised well while they play. The childminder remains in close proximity to them ensuring their feelings of safety and providing support while they play and learn. Space within the setting is used effectively to meet children needs. Children are able to direct their own play developing their independence. Children are valued as unique individuals and support is offered according to their needs. They are encouraged to understand and respect the values and differences of others through varied play opportunities and experiences. A good selection of resources is available depicting positive images of diversity.

The childminder is welcoming to all children and their families, she establishes a good, two-way flow of information with parents to enable her to meet children's individual requirements. The childminder gathers key information about children's development and interests to help them settle in and progress. Children's achievements are confirmed through the use of daily diaries and verbal discussions at the beginning and end of the day. Parents are provided with a welcome pack and information is also shared via the notice board to help keep them well informed. Children's art work, photographs and written observations demonstrate that each child is making good progress. The childminder has a good understanding of the need to establish relationships with any other settings delivering the the Statutory Framework for the Early Years Foundation Stage, that a child may attend in the future, to ensure the continuity of their care and learning.

The childminder has reviewed some aspects of her provision since she has been childminding and made improvements She has taken appropriate action to tackle aspects identified as needing improvement, such as providing easier access to the outdoor play area resulting in better outcomes for children. She demonstrates a commitment and enthusiasm to continually update her knowledge, skills and practice to benefit the children who attend.

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

Children are happy and settled in the warm welcoming environment. They feel safe and demonstrate their independence as they freely access different toys and resources to play with. The childminder gathers information at the start of the placement to support children's settling-in and the planning of activities, for example, information about their family and their likes and dislikes. The good organisation of equipment and toys enable children to use the resources imaginatively and follow their natural curiosity as learners. For example, treasure baskets containing various items of household equipment enables the children to become familiar with everyday objects. The childminder makes observations of each child in a variety of activities in order to monitor and plan their progress

towards the early learning goals. Individual children's learning journals are in place and reflect how the childminder promotes children's progress towards the early learning goals.

Children enjoy their time with the childminder as she values their individuality and praises their new found skills and achievements. Her approach to the children is calm and constructive. They have a good awareness of right and wrong, responding positively to directions from the childminder to share the spades when digging in the sandpit. They are encouraged to use good manners, with the childminder reinforcing please and thank you at relevant times.

Children begin to develop an understanding of mathematical concepts through daily routines and play, such as, 'you have two spades give one to your friend'. Children's language development is well-supported by the childminder who encourages young children's language development as she listens and reaffirms words they are trying to say. Children's awareness of people's differences is promoted, they are able to access resources that reflect cultural diversity and disability, such as, small world figures and books. Children are also learning about the local community when out on walks in the local area and visits to child centred groups that enable children to become confident and develop their social skills with other adults and children.

A good range of programmable toys gives them opportunities to acquire basic skills in operating simple equipment. Children's physical skills develop effectively through playing in the garden where they use the sit and rides. Visits to other child orientated venues offer experiences and resources to further their physical development. Children enjoy a variety of activities to help develop their creativity, such as, painting, sticking and dancing and using their ribbon sticks waving with the music.

Children routinely follow good hygiene practices, such as, washing hands before meals and after nappy changes. There is a relaxed atmosphere at meal times. All children enjoy the benefits of nutritious and well balanced foods and drinks which the childminder and parents provide.

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