

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY436334
<b>Inspection date</b>	25/06/2012
<b>Inspector</b>	Carol Johnson
<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 and lives in Birmingham with her husband and their two children aged six and three years. The family has two cats. The whole of the ground floor of the premises, together with a bathroom on the first floor, is used for childminding purposes. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, of whom, no more than two may be in the early years age range and of whom, no more than one may be under one year. She is currently caring for a total of five children in the early years age range. The childminder also provides care for some older children that attend before and after school and in the school holidays.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children make good progress and their individuality is recognised and valued. Effective procedures are in place to promote children's welfare and they are happy and settled. Positive relationships exist with parents and carers. In addition, some information is shared with other practitioners to support coherence and consistency of care for children. The childminder knows individual children well but fully effective systems for observation and assessment are still to be established. She regularly evaluates and reviews her practice and demonstrates a good capacity for improvement.

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

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

- develop methods used for observation and assessment to help plan 'what next' for individuals and groups of children and devise strategies that encourage parental involvement in the ongoing observation and assessment process
- develop ways of sharing information with other practitioners to ensure coherence and consistency of care for children, who receive education and care in more than one setting.

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

Children are effectively safeguarded. The childminder has recently attended safeguarding training and confidently describes some of the possible signs and symptoms of abuse. She demonstrates a good awareness of appropriate recording and reporting systems and shares her written safeguarding policy with parents. All adults living in the home have been suitably vetted and the childminder's home is safe and secure. The childminder affords safety a high priority and a wide range of these precautions are in place. For example, she has fixed an additional lock to the front door at adult height, safety gates prevent children's unsupervised access to less safe areas and hazardous items are stored out of reach of children. The childminder visually checks her premises and equipment on a regular basis and comprehensive risk assessment records are maintained.

Children are treated as individuals and the childminder ensures that experiences and resources are appropriate for the children in her care. She is not currently caring for any children with special educational needs and/or disabilities or those who speak English as an additional language but demonstrates a very positive attitude towards doing so. The childminder understands the value of sharing important information with parents and other professionals. She regularly communicates with other practitioners, sharing the care and education of some of the children she looks after. For example, she asks about children's experiences and shares the daily diaries that she maintains for younger children. However, information is not always shared effectively to fully support children's learning and development.

The childminder demonstrates a strong desire and commitment to improving the service that she offers to children and their families. Since registration, she has attended a variety of training courses to enhance her knowledge of relevant subjects. She gains ideas through discussion with a teacher at a local children's centre and uses the internet to obtain additional information. Self-evaluation is effective. The childminder demonstrates a good awareness of her strengths and priorities for improvement. She is constantly refining practice and regularly asks parents for their opinions to inform it further. For example, she now takes children on more outings following a parental request.

Children have plenty of space to play and rest and benefit from a welcoming environment that is comfortable and child-friendly. Lots of resources are stored within easy reach of the children and this increases their independence and freedom of choice. The childminder works hard to make parents and carers feel welcome and to involve them as partners in their child's learning and development. A range of information is exchanged with parents, either verbally or through notes in children's diaries or learning records. As a result, the childminder and parents are able to share their knowledge and work together collaboratively. An array of positive comments about the childminder and her service is expressed within questionnaires completed by parents. For example, parents praise her communication methods and comment on how well their children have settled into her care.

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

Children are progressing well and happily participate in the wide range of experiences available to them. The childminder routinely observes children during play and this helps her to get to know them and plan activities that reflect their individual needs, abilities and preferences. However, observations are not always used effectively to identify the next steps in children's learning and inform their individual learning and development records. Also, parents are not actively involved in the ongoing observation and assessment process. Consequently, children may not be fully supported or challenged to reach their full potential.

Children are successfully gaining some of the skills they will need in their future life. For example, their communication skills develop as they engage in imaginary play and they learn to count and recognise numbers during everyday activities. Children have access to a computer and a selection of battery operated toys. These help to teach children about technology and how it is used. They learn about diversity through everyday discussion and participate in a wide variety of planned activities based around some religious and cultural festivals. Children go on lots of outings and these experiences extend their learning and contribute to their good social skills.

Children move around the premises with confidence, obviously feeling safe and secure. They know where things are kept and happily play, both independently and with others. Children learn to keep themselves safe as they take part in regular fire drills and routinely practise road safety on outings. Children's understanding of safety issues is demonstrated through their play and they show care and concern for others. Children are starting to share and take turns and strong friendships are evident between some of them. The childminder provides children with a positive role model to follow because she is calm and caring. She promptly acknowledges children's good behaviour, effort and achievement and this motivates them and helps to raise their self-esteem.

Children learn about the benefits of a healthy lifestyle in meaningful ways, for example, through discussion at meal-times and by participating in lots of physical exercise. They go on regular outings to local parks and enjoy playing outside in the childminder's garden. They also dance to music and visit a nearby gymnastic club. Consequently, children's physical skills are developing well and they experience plenty of fresh air. Food provided by the childminder is healthy and nutritious and drinks are readily available. Older children understand why and when they need to wash their hands and good hygiene procedures are actively encouraged by the childminder.

## 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
--	-----