

## Inspection report for early years provision

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<b>Unique reference number</b>	EY442057
<b>Inspection date</b>	20/07/2012
<b>Inspector</b>	Patricia Webb
<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 2012. She lives with her partner and their child aged 15 months, in Codsall in South Staffordshire. The whole of the ground floor is used for childminding, including toilet facilities. There is additional use of the family bathroom on the first floor. There is a fully enclosed garden available for outside play. The childminder can take and collect children from local schools and pre-schools.

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

The childminder holds a Level 3 qualification in early years childcare, learning and development.

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

Overall the quality of the provision is satisfactory.

The childminder has made a sound start to her childminding provision ensuring that each child's needs are being identified and addressed. Overall, she plans effectively to build on children's interests and uses her knowledge of the Early Years Foundation Stage to observe and assess their progress in each area of learning. She is in the process of evaluating her practice, although, this is in its infancy and not fully effective in identifying some areas for further development. The required documentation is in place, although, some records lack detail of some action taken to fully ensure children's health and safety.

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

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

- review the risk assessments to ensure that they cover anything a child may come into contact with, with particular regard to the outside play area
- improve the records of accidents to children by consistently including details of the first aid treatment administered
- extend the provision of inclusive practice by utilising a range of non-verbal strategies to promote effective communication for all
- develop systems to self-evaluate and monitor practice to bring about improvements to ensure the individual needs of all children are met.

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

The childminder offers a homely and caring environment and is forming firm relationships with the children and their families. All of the required information is sought from parents to enable the childminder to identify and meet children's individual needs. The childminder demonstrates a full understanding of her role and responsibility regarding child protection and shares her written safeguarding policies with parents. All adults in the home have undergone full vetting procedures and the childminder ensures that they are never left alone with unvetted adults. The childminder undertakes regular risk assessments to minimise hazards to children on and off the premises. However, the outdoor play area has some uneven surfaces with a number of broken paving slabs. While the childminder is aware of these and supervises the children outside due to their ages and stages of development, the issues are not noted fully in the risk assessment and could compromise children's safety. The childminder records minor accidents and injuries to children, although, she does not always note fully the first aid treatment administered. This has the potential to hinder how parents are kept informed of their child's health and well-being.

The childminder supports children's development and learning with a variety of resources and equipment that offers challenges and encourages their natural curiosity and interests. As the current minded children are under two years, many of the resources are set out at floor level to enable them to make choices. The environment is relaxed and stimulating, offering children opportunities to test their skills and all of their senses. Children are developing an awareness of their community as they visit local venues and the childminder uses this to promote their awareness of diversity. The childminder demonstrates an understanding of developing effective communication with families where English is an additional language or where children may require additional support in their acquisition of speech and language. However, she has not fully explored the use of non-verbal strategies to assist in developing inclusive practice. The childminder is aware of the benefits of developing partnerships with other providers and professionals, in order to offer a consistent approach, although, this does not apply to her current minded children at present. She has begun to evaluate her practice, although, this is still in the early stages and does not fully identify specific areas for further development.

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

Babies and young children enjoy and achieve well. They are supported by the caring childminder. She takes time to get to know their individual characters and responds to their stages of development appropriately. The childminder is developing the planning, observation and assessment system, offering parents summaries of their children's progress. She is skilled in ensuring that each child receives attention when other children's routines enable one-to-one interaction. The childminder knows the children well and responds to their needs effectively. For instance, she ensures that a child's favourite toy, which is the inflatable airbed,

is made available following the child's return after being ill. Children bounce up and down on the airbed making the surface squeak as they giggle and squeal with delight. Young babies exercise their lungs loudly, celebrating the discovery of their 'voice' and sharing it with others present. The childminder is readily on-hand to reassure toddlers of any visitors and changes to routine. Children's routines, such as sleep times and personal care needs, are discussed with parents and the childminder is aware that these may change, particularly if they have been ill.

The childminder has a good knowledge of child development and uses this to plan activities and offer resources that help children to reach their milestones. She uses her knowledge of child development to plan effectively for each child's age and stage. For example, she places babies on their tummies and places pop-up and musical toys in front of them. This improves their head control and builds up the strength in their arms in preparation for crawling. The childminder manages the varying ages and abilities with skill. A simple story book is used effectively to engage both babies and toddlers. She knows exactly when their interests start to wane, changing to songs and rhymes and the use of toys to extend concentration. They run their toy cars across the floor, working out how to tip the car forward, in order to make it go faster. The childminder offers praise to the children, which acknowledges their efforts and thinking processes. Songs and rhymes are used to promote numbers in a simple but effective way. Children respond to the rhythm of the songs on the CD and look around when the music comes to an end.

Children enjoy the bottle feeds and meals provided by parents as the childminder keeps to the family routines wherever possible. Parents can approach her for guidance regarding early weaning and introduction of solids, acknowledging her skills as a practitioner. Fresh drinks are made readily available and meals and snacks are taken as social times where children are supported in learning to feed themselves. They also enjoy the company of others as they eat. The childminder is experienced in managing children's behaviour and has worked with other professionals to identify and plan for supporting children with challenging behaviour or special educational needs and/or disabilities. She is keen to share this expertise as her childminding provision develops.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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