

## Inspection report for early years provision

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| <b>Unique reference number</b> | 227593      |
| <b>Inspection date</b>         | 04/02/2009  |
| <b>Inspector</b>               | Angela Dyer |
| <b>Type of setting</b>         | Childminder |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder has been registered since 1999 and lives with her husband and three children aged 15, 12, nine and three years in Kings Heath, Birmingham. The whole of the ground floor of the childminder's house is used for childminding purposes, together with the upstairs bathroom. There is a fully enclosed garden for outdoor play. The premises are accessible via the front entrance which has a low step.

A maximum of five children may attend the setting at any one time. There are currently six children attending who are within the early years age range and four children who are between five and 12 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association and attends local toddler groups.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder provides a welcoming and inclusive environment where children are happy and settled. Children's individuality is recognised and the childminder offers them a wide range of experiences that are thoughtfully prepared to encourage them to develop new skills, knowledge and have fun. Children make good progress in their learning and development and are encouraged and supported to reach their full potential. Close partnerships have been developed with parents, whilst strategies for actively involving parents in their children's learning are being developed. The childminder shows a strong commitment to continuous improvement and there are established systems in place for self-evaluation.

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

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

- develop further methods for involving parents in their children's learning and development.

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

The childminder offers a fully inclusive service and welcomes all children into her care. The childminder has a recognised childcare qualification and demonstrates a professional approach to her role. She shows a clear commitment to meeting the requirements of the Early Years Foundation Stage (EYFS) and has accessed additional training in order to improve her knowledge and understanding. Children benefit from good levels of supervision and individual attention and flourish in the childminder's care. The childminder regularly evaluates and monitors the quality of

her care as part of an accredited quality assurance scheme and has a positive attitude towards continuous improvement.

The childminder works closely with parents to meet children's individual needs, encouraging a two-way exchange of information through daily discussions and the use of daily diaries. Parents are kept up-to-date with their children's progress as the childminder shares the observations she records. However, strategies to actively involve parents in children's continuous learning and development are not fully explored. The childminder works closely with other local childminders and arrangements are in place to work in partnership with other settings who deliver the EYFS to ensure that children are provided with appropriate levels of support.

Positive steps have been taken by the childminder in order to safeguard children and to promote their welfare. The childminder has a good understanding of her responsibilities in relation to child protection and is fully aware of the procedures to follow should a concern arise. Children's risk of accidental injury is minimised as thorough risk assessments are carried out to ensure that any hazards are promptly identified and minimised. The childminder has devised a comprehensive range of written policies and procedures and these are implemented effectively and shared with parents to fully promote children's safety and well-being.

## **The quality and standards of the early years provision**

The childminder demonstrates a good working knowledge and understanding of the EYFS and plans and assesses children's progress so that she knows how to move them forward in their learning. The childminder plans activities in line with themes which are often initiated by children's interests. For example, children are currently learning about 'transport' where they will have opportunities to make a car out of junk modelling, learn about road safety, go on a train journey and visit the local transport museum. The childminder is intuitive of children's individual needs and adapts activities to take into account their developmental ages and interests. As a result, children are engaged in the activities on offer and make good progress towards the early learning goals in all areas of their development.

Children are very much 'at home' in the childminder's care and confidently choose what they want to do from the wide range of activities on offer. Children benefit as the childminder spends the majority of her time at their level, interacting with them and engaging in their play. The childminder acts as a positive role model and speaks to children in a calm, gentle and respectful manner. She has a good understanding of appropriate behaviour management strategies and children are encouraged to share, take turns and consider the needs of others as well as themselves.

Daily opportunities are in place for children to enjoy a range of experiences outdoors where they benefit from regular fresh air and exercise. For example, visiting the local park, playing in the garden in the snow or on the enclosed trampoline and walking to and from nursery and school. Within their time in her care the childminder also takes them to various places of interest within the community, including the library for story sessions, indoor play areas where

children can play on large soft play equipment and childminding groups where they have opportunities to socialise with other children.

The homely environment enhances children's health and well-being. Clear risk assessments and safety checks ensure children enjoy a safe environment and they are beginning to understand how to keep themselves safe as they learn safety rules, including the fire evacuation procedure and road safety. The childminder helps children to follow good personal hygiene routines, praising them for washing their hands independently and explaining that these routines help to prevent them from becoming unwell. Children are also offered a range of healthy snacks and freshly prepared meals.

## 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*

### Overall effectiveness

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| How well are children helped to make a positive contribution?                                         | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.