

## Inspection report for early years provision

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<b>Unique reference number</b>	EY400133
<b>Inspection date</b>	06/05/2010
<b>Inspector</b>	Rebecca Johnson

<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 2009. She lives with her husband and one adult daughter in Northfield, Birmingham. There are shops and schools within easy walking distance. The whole of the ground floor and first floor bathroom are used for childminding purposes. There is a fully enclosed garden available for outside play. Access to the property is via a sloping driveway and step up into the porch. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder is registered to care for six children under eight years of age at any one time, three of whom may be in the early years age range. There is currently one child in the early years age range on roll. The childminder is registered by Ofsted on the Early Years Register and the compulsory part and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association, attends local toddler and play groups and is able to take and collect children from local schools and pre-schools.

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

Overall the quality of the provision is good.

Children are happy, settled and secure in the childminder's care, where they are well-supported and are making good progress in their learning and development. The uniqueness of each child is recognised due to the childminder's exceptionally good understanding of children's individual needs and her wholly inclusive practice where all children are valued and made to feel welcome. Positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder is beginning to acknowledge her strengths and some areas for improvement; however, there are no clear systems in place of how to take these identified areas forward in order to sustain continuous improvement.

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

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

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

The childminder's good knowledge and understanding of signs and symptoms of abuse and her awareness of her role in protecting the children in her care ensures that their welfare is safeguarded. Premises are safe and secure and detailed risk assessments, which cover all areas used by children and outings they participate in, ensures that any potential risks to children have been minimised.

The childminder is passionate about the service that she provides and is committed to providing a high level of care to ensure the best possible outcomes for the children. She has a wealth of experience and regularly attends training to update her knowledge and expertise. The childminder manages daily routines effectively to accommodate the individual needs of all the children attending. The environment is utilised well and provides children with choices about where and with what they wish to play. The childminder is able to identify areas in which she needs to make improvements; however, systems to support this and assist her to implement the necessary changes have yet to be fully developed.

All documentation which contributes to the children's health, safety and welfare is in place. Additional information and in-depth policies relating to the setting support the childminder's good practice. The childminder works well in partnership with parents in order to develop a consistent approach in meeting children's personal needs. Children are cared for in accordance with their parents' wishes and the childminder takes time to accumulate information relating to their individual needs and preferences before they start. This ensures continuity between home and minding environments and helps children to settle well. Parents are provided with information about their child on a daily basis through written hand over sheets and informal discussions. Parents have commented that children are constantly making progress and that their interests always come first. Partnerships with other professionals and outside agencies have been forged to ensure that children's individual needs are fully met. The childminder promotes equality and diversity exceptionally well to help children to develop an awareness of the society in which they live.

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

Children develop self esteem as the childminder offers praise and encouragement at all times. They are building positive relationships with the childminder and are happy and contented in her care. They delight in the individual time and attention they receive from her as she involves herself in their play, for example, when playing with the fuzzy felt. Children develop positive attitudes to learning because the childminder shows an interest in everything they do. A range of activities fosters children's participation and the childminder's good support and gentle encouragement enables them to enjoy and achieve. They especially enjoy craft activities where they make pictures from glitter, sequins and crinkly paper. They participate in singing activities excitedly jumping up and down as they sing 'The

wheels on the bus'. Children's communication and literacy skills are developed through the use of books which they choose and take to the childminder to read to them and because the childminder patiently re-enforces language encouraging children to repeat words and make sounds. Outdoor play activities and trips to the local park provide children with fresh air and opportunities to experience equipment such as climbing frames, swings, bikes and cars which help them to develop control of their bodies.

The childminder's flexible planning develops through the interests and play preferences of children and ensures they receive a balance of both child-led and adult-initiated activities along with opportunities to access quiet, active, indoor and outdoor activities within their daily routine. The childminder has written in-depth notes of how children have progressed since starting with her which include the next steps of learning. However these are done retrospectively and do not yet fully link to planning to ensure that children progress at in all areas of learning and development at a pace suitable to their individual needs.

Children are cared for in a warm and welcoming environment and there are good procedures in place to protect them from illness and infection. Parents are informed that the childminder does not take children if they have a contagious illness and they are provided with a list of exclusion periods for infectious diseases which are strictly adhered to. Children are beginning to learn about their own personal hygiene. They wash their hands at appropriate times throughout the day. Children enjoy healthy, home cooked meals such as cottage pie, roast meals and fish, all served with fresh vegetables.

The childminder has an excellent understanding of inclusive practice. All children are highly valued and their specific needs recognised and met appropriately. Children are made to feel special as they are encouraged to develop their own individual personalities in a caring environment where their needs are recognised and they are respected as individuals. Children respond positively to the childminder's methods of behaviour management which is appropriate to children's age and stage of development and reinforces positive behaviour. They learn to be kind to each other and to share toys. The childminder makes good use of praise to support positive behaviour and acts as a positive role model for the children. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. They are helped by a supportive and caring childminder to feel secure and safe in their environment.

## 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	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	1
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