

Inspection report for early years provision

Unique reference number	227565
Inspection date	25/03/2009
Inspector	Rachel Wyatt
Type of setting	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 registered in 1980. She lives with her husband and adult son in the Quinton area of Birmingham. The whole of the ground floor is used for childminding with a toilet facilities upstairs. There is a step to the front and rear entrances to the house and stairs to the first floor. There is a fully enclosed garden available for outside play and local parks, a farm, shops, a library, and primary school are all in walking distance. The family has a dog.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools, nurseries and playgroups to take and collect children. She regularly attends local toddler activities. The childminder is a member of National Childminding Association (NCMA) and of the local childminding group. She has achieved the NCMA Quality First award.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's excellent knowledge of each child's individual needs ensures she very successfully promotes all aspects of their welfare and learning. The childminder's very effective partnership with parents and providers of other settings children attend, ensures each child within the Early Years Foundation Stage (EYFS) is very well cared for and given consistent support. The childminder is passionate about promoting inclusion to ensure children feel valued, so that their background, ideas and choices are recognised, and that they develop very well at their pace. The childminder's consistent monitoring and evaluation, and her ongoing commitment to developing her provision including her own knowledge and expertise, all contribute to children and families benefiting from her high quality childminding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further strategies for consulting with children and incorporating their choices in adult -led activities.

The leadership and management of the early years provision

Children are very happy and settled in the comfortable, secure and nurturing environment created by the childminder. She ably organises and manages many rewarding experiences both at her home and at several other venues. As a result routines are relaxed and well managed, and sessions are rewarding and unhurried. Children have plenty of time to express their ideas and to explore the many interesting toys and resources. Children make excellent progress because the childminder has developed very sound assessment and planning systems. These help her to promote their learning at their pace and help with her careful monitoring of the impact of activities on children's enjoyment and progress.

Children are fully safeguarded. The childminder clearly understands her role to protect them from harm and she gives parents copies of the local safeguarding children guidelines she works to. The childminder is very well informed about current safeguarding children procedures, for instance she keeps up to date through training and personal research. She sensitively promotes children's awareness and skills to help them manage difficult situations and she is confident and fully prepared to take prompt, appropriate action if she has any concerns about a child's welfare.

Children's safety is fully supported by the childminder's robust procedures which include clear collection arrangements, comprehensive risk assessments, frequent premises and equipment checks, and regularly carried out practise fire evacuations. Children's health and hygiene are given high priority. Her home is comfortable, clean and well maintained. The childminder is well informed about children's medical history and conscientiously meets their health and dietary needs. If they become unwell, have an accident or need medication, children have prompt appropriate treatment. Children's welfare is also endorsed by the childminder's well organised record keeping. She obtains all required information about children and their families and makes sure parents' wishes are clearly expressed in agreements and consents, including obtaining their consents to her administering first aid and seeking medical advice and treatment in an emergency.

Partnerships with parents and others are very much valued. From the outset parents are very well informed about how the childminder operates. A comprehensive portfolio contains very helpful information. These include details about her registration as a childminder; evidence of her suitability, training and experience; written policies; examples of daily activities, routines, sample menus; her risk assessments and other safety checks, and copies of guidance she refers to. Parents are kept fully informed about their children's daily activities, routines and achievements, in particular through their child's delightful personal journal detailing their progress and next steps. The childminder's positive relationships with other settings children attend ensures everyone works together to very successfully support each child's learning and care.

Children have high quality care as the childminder is dedicated to ensuring she keeps up to date with best practice. She uses information and ideas from regularly

attended courses and her successful completion of a quality assurance scheme to enhance children's care and learning, for example, as demonstrated in the way she has implemented her exemplary assessment procedures. The childminder promptly addressed the recommendation agreed at the last inspection and consistently monitors and evaluates her provision in order to review her effectiveness in meeting each child's needs and the EYFS requirements, and to identify areas for development. This includes her plans to further develop her already successful consultations with children to ensure their ideas are fully reflected in adult-led activities.

The quality and standards of the early years provision

Children are purposeful, resourceful and active learners. They quickly settle to activities, enjoying learning together or independently. They are confident and resourceful, aided by the childminder's very capable but sensitive support and great interest in all that they do. Both at her home or when they visit other venues such as parks, toddler groups or the library, the childminder ensures that the different experiences cater for each individual child's interests and needs. She adeptly encourages their choices and ideas leading to worthwhile child-initiated activities, whilst recognising the potential to further incorporate their views in her planning and organisation of adult-led activities. Children's enjoyment, skills and understanding are fully promoted and extended by opportunities to use a wide range of stimulating toys, equipment and books. These include programmable toys which children use confidently, for example, to extend their awareness of letter sounds, and which really help them to appreciate the role of information technology.

Children make very good progress. Through her initial observations and interactions, including talking to children, parents and other providers, the childminder establishes a clear picture of each child's starting points. Thereafter, she adeptly assesses their ongoing development, clearly identifying and reviewing their individual learning priorities and planning relevant stimulating activities to help children achieve very well at every stage. All the time she works closely in partnership with each child, their families and the other settings they attend.

Children are very eager to learn, relishing the support and involvement of the childminder who is a thoughtful, skilful teacher. She makes learning fun, interesting and challenging. She confidently differentiates to ensure children of varying ages and abilities get the most out of everything they choose to do or that she plans for them. Her adept questions and explanations enable children to make decisions, to think critically and to develop a sound understanding of a wide range of topics. She chats easily to children encouraging their comments, questions and explanations, and working calmly and sensitively with those who find communicating difficult. As a result children become confident, articulate speakers. From an early age they develop a sound understanding of different letter shapes, sounds and words and very competently make marks and develop their emergent writing. They love books, listening carefully and commenting appropriately about the content and pictures.

Children's thinking and reasoning are fostered very well so that they are adept at recognising numbers, shape, size and colour and consistently apply their knowledge in practical contexts. For example, younger children order toys and pictures by size, accurately count a range of objects and match these to the corresponding numbers in the correct sequence. Older children adeptly manage number problems. Visits, outings and relevant resources, including books, are used very well to support children's interest in the natural world and their local community. For instance, encouraged by the childminder's enthusiasm and her own knowledge of animals and birds, they confidently observe, discuss and often replicate features and habits of many creatures, for example, when making animal shapes from dough.

Children are very well prepared for the next stages in their lives. They behave and get on very well, playing cooperatively, joining in and making friends. Children are kind and helpful. They often assist each other, for example, working together to find out how a toy works or, during a letters and sounds session, a three-year-old expertly shows a toddler some visual prompts depicting individual letter sounds. Children develop a strong sense of belonging as the childminder really values them as individuals, encouraging them to do well and praising their efforts. Children in turn are caring and respectful. They take account of each other's diverse needs and backgrounds. Through meaningful activities and using delightful books and toys they develop very positive attitudes about the wider world.

Children also fully understand the importance of being healthy and safe. They talk about having a healthy diet and exercising in order to grow and keep well. Children are active and have plenty of fresh air. The childminder makes sure they develop confidence and skill in movement, balance, and climbing. For example, they have many opportunities to use a range of equipment, including wheeled toys, and she often involves them in fun dance and music sessions. Children grow and eat their own vegetables, and make healthy choices about what they eat and drink from the nutritious snacks and meals the childminder provides. Children develop a very sound understanding of how to keep themselves safe, for example, as they discuss road safety during their regular walks, or as they learn about fire safety during practise fire evacuations or a visit from the fire service.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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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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.