

Inspection report for early years provision

Unique reference number	228230
Inspection date	08/04/2009
Inspector	Jennifer Turner
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 was registered in 1997. She lives with her husband, adult son and daughter aged 15 years, in Sutton Coldfield, West Midlands. There are shops, parks and schools within walking distance. The premises is accessible, there is a dedicated playroom on the ground floor. The whole of the ground floor is used for childminding and all rooms upstairs, including the bathroom. There is a secure and fully enclosed garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding seven children on a part-time basis who are in the early years age group. The family has a dog, two cats and tropical fish.

The childminder takes and collects children to the local school and nursery. She is a member of the National Childminding Association and is currently undertaking a level three qualification in early years and education.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thrive because the childminder has thorough procedures and documents are in place to ensure that children's individual needs are very well met. They develop behaviour appropriate to good learners and enjoy a balanced programme of child-initiated and planned activities, both indoors and outside, that support their learning and development extremely well. Children are treated as individuals and the childminder works closely with parents to ensure their specific needs are met extremely well. The partnerships with parents and other agencies are very good; a consistent approach is used to ensure that children's individual learning and welfare needs are met. The childminder has evaluated her practice and future plans clearly reflect improved outcomes for children.

What steps need to be taken to improve provision further?

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

- update the behaviour policy to include a procedure for dealing with bullying.

The leadership and management of the early years provision

Children's well-being is promoted as the childminder works to concise, purposeful policies and procedures, which she has developed with regard to health, hygiene, medication and any illness in the children. The childminder's practice is reflected clearly in these written procedures that have recently being updated in line with

the Early Years Foundation Stage (EYFS). Children's awareness of safety is very well fostered both around the home and on outings. The childminder ensures all areas of the premises are safe by thorough risk assessment, being vigilant and supervising the children well. High priority is given to helping children understand how to keep themselves safe and maintain safety inside and outside the home. She discusses all aspects of road safety with the children as they walk to and from school by stressing the importance of watching, looking and listening. Children wear a wristband or a key ring with the childminder's contact details in the event they become lost. The childminder gives very good consideration to fire safety and emergency evacuation and has written procedures in place. Children are fully involved in discussions about the various fire exits and know the procedure to follow in an emergency. They are able to articulate how they would crawl to the exit if the house was full of smoke and when a child questioned the childminder about what would happen if it was dark and they were unable to see, this prompted her to purchase torches which she locates at each exit.

Children are very well protected from possible harm or neglect because the childminder is knowledgeable about child protection and she shares the policy with parents. The childminder works closely with parents who find her professional, enthusiastic and committed to her role. Children benefit from this honest and friendly partnership, because the relaxed interaction provides a seamless transition from home to home. The childminder shares her information folder and portfolio with parents, which means that they are fully conversant with the high quality care that she offers. Parents value and appreciate the dedicated support the childminder offers them, which means they are able to leave their children in her care with total confidence. Questionnaires are used to gather parents' views about her provision and these include positive comments.

The quality and standards of the early years provision

Children are welcomed into a lively, clean environment where they can play, rest, sleep and be active according to their needs. The childminder follows highly effective environmental health and hygiene procedures, meeting the children's physical, nutritional and health needs and allowing them to thrive and flourish. The childminder's exceptional support and guidance helps children gain an excellent understanding of good hygiene practice and a real desire to become independent in their personal care. Children understand how and why they should wash their hands after using the toilet, before eating or after playing outside. For example when questioned the children were able to explain that hand washing stops germs, 'which can make you sick and you could end up in hospital'.

All children have access to a superb range of quality toys and resources, which are suitable for their ages and stages of development. Resources have been carefully chosen to meet children's needs and support their play. The childminder rotates toys to prevent children from becoming bored. Toys are made easily accessible and at the children's level so they can independently select resources. Children are active learners who respond enthusiastically to the interesting and stimulating learning activities offered. They enjoy a splendid range of stimulating experiences both in the home, garden and through the many outings provided. Children

acquire new skills and develop their knowledge and understanding through what they experience. They enjoy planting seeds and bulbs in an area of the garden designated for them and are exciting to tell the inspector how they enjoyed hunting for bugs in the garden or learning about different animals.

Positive and caring relationships are developed; children's contribution is valued and encouraged. Children are very well behaved and understand the rules and codes of behaviour. They are forming friendships with one another and older children give younger children hugs and engage them in their play. Children use language well to talk and express themselves; they are confident talkers. During mealtimes children sit together chatting happily and sharing news. They are developing their use of letter sounds and older children learn to spell words from school. Children of all ages are involved because the childminder adapts the activities to suit each child's stage of development. Regular outings are used exceptionally well to extend children's knowledge of the wider world and the community in which they live. Children use resources which reflect diversity and activities are provided which encourage children to develop their understanding of other with disabilities. Children's own art work includes drawings of people with a range of disabilities. The interaction between children and the childminder is very good; the childminder promotes children's learning through conversation, questions and opportunities for children to share their own unique experiences.

Children use a wealth of good quality resources during their play, which are used to enrich their learning experience. Resources are easily accessible enabling children to make choices and independently select what they want to play with. A favourite is building tents in the garden or playing with small world cars and figures. Children understand about healthy eating and learn about the foods that are good for them. They designed a colourful poster showing the process and ingredients for making a fresh fruit salad. Children learn to keep themselves safe and know that when they see the traffic light sign around the house it means there are things they can and cannot touch. They learn the importance of road and fire safety and practise what they are taught to ensure they understand. They have an exceptional understanding of the dangers of fire and confidently explains and demonstrate what to do if the house is full of smoke. A child drops to the floor and shows how she would crawl to the exit. The childminder uses children's ideas to reinforce safety by introducing torches and having details of her address and postcode readily accessible in the event they need to contact the emergency services.

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.