

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Becky Johnson
Type of setting	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two children aged 13 and 17 in a house in Stourbridge. There are shops and schools within easy walking distance. All areas of the property are used for childminding purposes and there is a fully enclosed garden available for outside play. The family have a pet dog.

The childminder is registered on the Early Years Register to care for a maximum of six children, three of whom may be in the early years age range. There are currently four children within this age range on roll and older children attend before and after school. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is qualified to Early Years Professional Status. She runs a local activity group for minded children and regularly attends other local carer and toddler groups. She is a member of the National Childminding Association and a member of an approved childminding network. She is accredited to receive nursery education funding for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in this warm, welcoming and wholly inclusive setting. The childminder is qualified to a very high standard and uses her knowledge to enhance children's learning experiences. Parents are included in all aspects of their child's learning and development and close working relationships have been forged with other settings that children attend. The childminder is very proactive and highly professional in developing and applying a rigorous, reflective monitoring system of the provision to ensure continued improvement.

What steps need to be taken to improve provision further?

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

- developing further children's opportunities to plant and grow fruit and vegetables and learn about sustainability.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a professional knowledge and understanding of her responsibilities to keep children safe. She has detailed procedures to follow if she

has any concerns about a child in her care. Children are cared for in a safe and secure home. Comprehensive risk assessments are in place for the home and garden and they are continually updated as needed, to meet the needs of individual children. Detailed risk assessments are in place for outings, which include visits to the local covert and farm. Risk assessments also allow for children to take controlled risks to help them develop knowledge of safety skills to use in the future.

Excellent use is made of the space in the home, which includes a dedicated playroom. A wide range of resources, which are stored at child height, enables children to develop their independence in their choice of activities and toys. Daily routines are effectively managed to accommodate the individual needs of the children attending and provide children with choices about where and with what they wish to play. The childminder actively promotes equality and diversity. She gathers extensive additional information to support the children's settling-in process, for example, information about their family and cultures, likes and dislikes. Resources depicting diversity are in abundance at this setting and used well with the children to promote inclusion.

Children benefit from the childminder's extensive knowledge and experience. She is very highly qualified and attends copious amounts of additional training to further enhance her knowledge and expertise. She uses the skills and information gained from training to give her a more detailed insight into children's learning and development and shares this knowledge with other childminders at the local support group. Parents are also invited to attend training sessions to enable them to understand the principals behind activities that she provides within her setting. The childminder is enthusiastic and committed to providing a very high standard of care. Excellent attention is given to ensuring policies are clear and understood. Detailed procedures provide relevant information for parents, students and visitors about the management of the setting. Policies and procedures are available in braille, large print and on audiotape and tape talk. All required records are in place and regularly updated to reflect children's changing needs. Significant importance is placed on reflective practice. The childminder regularly updates her self evaluation form in order to ensure that standards remain extremely high.

Excellent arrangements are in place to share information with parents. The childminder provides them with updates about their children's activities through the use of a two-way daily diary. Parents are also encouraged to be involved with their child's learning journeys and provide photographs and information about what activities the child enjoys at home. Additional information is shared with parents in newsletters and their views on the setting are sought through the use of questionnaires. Comments are very positive. Parents say that children build up 'strong, trusting, relationships' with the childminder, that the 'sharing of information couldn't be better' and that they feel 'reassured and involved in children's experiences', even though they are not there. An excellent, interactive partnership with other settings that children attend maintains continuity between settings and ensures that children receive a balanced variety in their learning.

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

Children participate in a wide range of stimulating activities which fosters their participation and sustains their interests. The childminder's good support and gentle encouragement enables them to enjoy and achieve. The childminder knows each child very well and plans activities based on children's interests and capabilities. The use of pertinent observation enables her to plan and extend activities to ensure that children progress in all areas of learning and development and benefit from a good balance of child-led and adult-initiated activities. Every activity is seen as an enriching learning experience. For example, a walk in the local covert helps children to learn about keeping safe as they look for hazards before climbing and balancing on trees, as well as learning about the changing seasons and developing physical skills.

Children learn through activities in a fun and stimulating way and laughter is an integral part of the day. They learn early communication skills and develop an enjoyment of books and stories through activities, such as visits to the library and listening to a story before they have an afternoon nap. Children develop early mathematical skills as they pour and measure water using measuring jugs and funnels and place toy animals in size order, saying which is the biggest. Children's self-esteem is developed as the childminder offers praise and encouragement at all times. She uses puppets and empathy dolls to encourage children to talk about things that upset them, such as bullying and helps them to show respect for each others feelings and recognise differences.

Children's health and well-being is exceptionally well promoted as they access outdoor activities on a daily basis. They rush excitedly to put on wellies and coats, which the childminder encourages them to do themselves, before hurrying outside to see what activities they can find. They especially enjoy water and sand play, eagerly hunting in the sand for the buried animals and shouting with excitement when they have found them. They take part in running races, listening intently to the childminder as she encourages them to stop and go and spin round and round, laughing as they wobble when they stop. Children thoroughly enjoy the home cooked, healthy meals that the childminder prepares for them. They tuck in with relish to the vegetable soup and name vegetables such as, celery, carrots and peas as they eat them, although opportunities for them to grow their own vegetables are only just being introduced.

Children's behaviour is exemplary and they respond positively to the childminder's expectations of behaviour, which encourages them to be polite, well mannered and share toys. Children are made to feel special and valued in the setting. Every child has a special box with their name and photo on for personal items that they bring from home or to put in things that they have made during the day to show to their parents. The childminder's attentive support in all aspects of children's development and learning further enforces this feeling of security and self-worth.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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