

Inspection report for early years provision

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Inspection date	10/06/2010
Inspector	Teresa Marie Taylor
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 2003. She lives with her family in the Kings Heath area of Birmingham. Her husband is also a registered childminder. The lounge, kitchen and playroom of the childminder's house are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered for a maximum of six children when minding alone and a maximum of eight children when co-minding with her husband. There are currently 12 children in the early years age group on roll. All children at present attend on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. Children can be taken to and collected from their home, local schools and pre-school groups. The family has two cats, a rabbit and tortoises.

The childminder supports children with special educational needs, disabilities and those for whom English is an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in this superb child centred environment where they show they feel safe and supported by the childminder. Children are provided with an excellent range of play activities which ensures they are progressing exceptionally well in all areas of learning. However, little discussion took place regarding healthy eating or exercise. The childminder has an excellent understanding of the Early Years Foundation Stage and actively encourages parents to be fully involved in all aspects of their child's care and learning. The well organised planning, assessments, self evaluation systems and plans for the future significantly enhance children's learning and development opportunities. Children's uniqueness and individuality is recognised and managed exceptionally well. Well written policies and procedures securely underpin the childminder's practice and all are shared with parents. Effective partnerships with parents, external agencies and other settings ensures information relating to individual children's progress and needs is shared effectively and consistently. The childminder has an excellent ability to maintain continuous 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:

- increasing opportunities for children to recognise the importance of keeping healthy and those things which contribute to this.

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to safeguarding and is very well informed about procedures to keep children safe. All required policies and documentation for the effective and safe running of the setting are written, well organised and copies are provided for parents. The childminder successfully promotes all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised or removed. Children's understanding of safety is significantly enhanced through a range of activities and ongoing discussions during play.

The childminder has a very clear vision for the future of her provision and her practice. She undertakes additional training courses in order to continue to develop and significantly improve outcomes for children enabling them to develop holistically and to their full potential. The childminder is proactive in obtaining the opinions of both parents and children and continually reflects on her practice to ensure the best possible care and learning opportunities are provided for the children. Children's interests are used effectively in the formation of activity and outing plans which gives them an excellent sense of belonging and increases their self-esteem. The childminder appropriately addressed the recommendations from the last inspection, which ensures a greater degree of safety for the children as they regularly practise the fire evacuation routine and the daily register reflects children's attendance. Communication both with parents, external agencies and other settings the children attend are a strength. Parents have access to daily diaries, daily discussions, children's individual learning and development records and activity folders, ensuring they are fully aware of all aspects of their child's day. Parents are actively encouraged to be fully involved in all aspects of their child's care and learning. The childminder has developed excellent relationships with other providers ensuring that all children's individual care and learning needs are met.

The childminder actively promotes the uniqueness and individuality of each child. She provides age appropriate activities and a wealth of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. All children and families are highly valued. Parents are provided with regular questionnaires encouraging them to take a full and active part in the setting. Recent comments from parents and other professionals included the following, 'really listened to us regarding our child's specific care needs', 'excellent', 'children have made great improvements in speech and social skills', 'children thriving in the warm and caring environment', 'children have made great strides in reading and writing', 'children have made positive progress in health, confidence and behaviour', 'we are provided with excellent feedback each day'.

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

Children make excellent progress as they enjoy a wide range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that their individual needs are met and they develop fully as individuals. Well organised planning ensures children are provided with an excellent range of creative learning experiences which keep them involved and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's needs are met successfully.

Children are very confident when exploring the environment both indoors and outside. They play a full and active role in their own learning, make choices and decisions with the childminder responding positively to child led activities. For example, children decided to become monsters. They draped cloths over their heads and made appropriate noises before entering the sensory area to use as a lift. The childminder encouraged the children to explain if they were going up or down in the lift and where they were going. A wide range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have access to a range of books, posters and displays. Excellent labelling both pictorial and in different languages enables children to self select resources from the extensive range available. Children are given clear rules about how to treat each other and house rules are displayed which ensures children develop self-esteem, understand each other's limitations and know how to behave. They freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together and have excellent social interaction which helps them to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, the childminder uses Makaton so that all children can take part in all activities. While in the garden children visited the rabbit and then went on a bug hunt. The childminder has displayed pictures of several garden bugs and children searched for them and then located the picture. They were particularly happy to find a snail. Planning includes resources to be used and includes books, art work and a resume of the effectiveness of the activity. The results are used to plan children's next steps and planning is individual to each child. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. Children develop good early technology skills as they have access to a very good range of programmable toys and a computer. Children with special educational needs and/or disabilities are especially well catered for with an excellent range of resources to encourage interaction and muscle development.

Children have a strong sense of belonging in the security of the childminder's care. They show they feel safe and are confident in sharing their concerns and news with the childminder. They are always responded to in a very positive manner. They show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules as

they play safely in the garden. They are protected when on outings and trips because they understand road safety rules and the childminder makes sure, through appropriate risk assessments, that the places they visit are safe and appropriate environments. The childminder supports children's understanding of personal safety through activities, for example, discussions on road safety and the emergency services.

Children show they understand about an healthy lifestyle as they make informed choices about what they eat and drink and enjoy stories about fruit. The childminder provided a range of fruits, pineapple, mango, oranges and bananas to support a story and children sampled all of the fruits at the end of the story. However, few conversations took place regarding healthy eating. Children are encouraged to play outdoors and have an excellent range of equipment which includes a climbing frame, seesaws, swings, windmills and balls.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2
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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