

Inspection report for early years provision

Unique reference number	EY355621
Inspection date	09/12/2009
Inspector	Patricia Webb
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 2007 and lives with her husband, two adult children and three children aged four, eight and 14 years. The home is in the Sparkbrook area of Birmingham within walking distance of local shops, schools and other amenities. The whole of the ground floor of the childminder's house is available for childminding including toilet facilities. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of five children at any one time. There are currently four children on roll in this age range. Older children are also cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children with English as an additional language.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress because the childminder provides extremely good opportunities for all children to learn through purposeful play in a very welcoming and stimulating environment where their welfare is intuitively supported. The childminder demonstrates a comprehensive knowledge of children's individual needs and interests, creating a highly inclusive environment where all feel valued and secure. Highly effective partnerships are fostered with parents, carers and other professionals to ensure a consistent and coherent approach supports each child in building skills for the future. There is a very strong commitment to continuous improvement reflected in the childminder's ongoing self evaluation, attending training and listening to parents' and children's feedback, thereby, ensuring she is constantly improving the 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:

- exploring a variety of ways to involve parents and carers more actively in their children's development and learning.

The effectiveness of leadership and management of the early years provision

The childminder is highly vigilant in safeguarding and protecting children in her care. There is a detailed safeguarding policy, which includes procedures to follow

in the event of an allegation being made against her and if she has concerns about a child, in line with Local Safeguarding Children Board requirements. Children's safety is further promoted through the diligent attention given to conducting risk assessments both on and off the premises, which identify and minimise hazards. Children are encouraged to consider their own safety as they practise fire drills, learn about road safety and know how to use tools, implements and resources with care. The gentle and consistent reinforcement of this from the childminder ensures that such habits become second nature to the children as they play. All of the necessary documentation is maintained to a very high standard, ensuring the safe and efficient management of the provision. The environment is very well resourced as children have opportunities to select their favourite activities and toys, developing their independence. This encourages them to make choices and contributes to the excellent progress they make in relation to their individual starting points. The childminder promotes equality and diversity very effectively to ensure that all children are highly valued and included. She helps children to develop positive attitudes towards difference through discussion and the range of play resources available, including books, small world play, visits in the local community and the celebration of festivals.

The childminder is passionate about offering highly effective care and positive experiences for each child. This is detailed in her self evaluation document as she explains that children's self-esteem is wholly fostered and promoted as a result of her belief that every child has the right to feel special. Highly respectful partnerships with parents and others involved in children's care, learning and development ensure that a consistent approach is applied to children's progression towards their full potential given their individual starting points. Time is taken to build a strong rapport with parents and carers, encouraging them to engage in open discussion with the childminder about any aspects of their child's life and ability that may assist in planning specifically to meet needs. They also provide written testimonials expressing great satisfaction and delight with the childminder, displayed in the portfolio to be shared with new families. The process of involving parents actively in their children's learning and development is just evolving and the childminder is seeking to develop this further. Parents are able to review their child's learning records and are being encouraged to start contributing to this at home.

The childminder is a highly reflective practitioner, who constantly reviews and evaluates the impact her provision has on children's progress. She has completed a detailed self evaluation which is a true assessment of her practice identifying what is done well, as well as setting realistic and obtainable targets for improvement. For example, she has recently purchased larger static equipment for the garden as she felt this needed expanding and is also seeking to extend her knowledge of non-verbal communication to further develop inclusive practice.

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

Children's learning and development is exceptionally well supported as the childminder has an excellent understanding of the Early Years Foundation Stage

requirements. She knows the children particularly well, due to the detailed observations she makes whilst they play routinely, linking learning to make it relevant to the children. She holds discussions with parents and observes the children to discover their interests and skills and plans for their individual next steps built on what they know and can do. This information is recorded in children's individual learning records, which clearly indicate how children are achieving and progressing. The childminder has an extremely good understanding of how to promote progress within both child and adult led activities, regardless of what the children choose to do. Overall, children make excellent progress in a setting where they experience a wide range of activities reflecting each of the different areas of learning.

They grow and thrive in the nurturing care offered by the childminder. They develop skills for the future as they learn about recycling, are taught to value and respect community resources and not drop litter. Their behaviour is exemplary as the childminder ensures that any concerns refer to the behaviour and not to the child themselves, promoting self-esteem and a strong sense of self worth. They take pride in sharing their developmental records and older children are also included in this, adding their own notes and comments to the photographs, demonstrating their enjoyment and progress. Children clearly develop close and trusting relationships with the childminder, who provides a stimulating environment to promote achievement and enjoyment as they learn through play. They demonstrate very good speech and language skills, which are promoted effectively through the childminder's open ended questions, constant communication, stories and discussions to further develop their understanding of the world around them. Children enjoy creative activities, particularly imaginative play as they dress up and engage in role play with gusto. One child expresses disappointment when a parent comes early, expressing a desire to dress up as a princess so that the childminder will comment on how beautiful they look. Younger toddlers delight in musical activities, rocking and moving in time to the various genres of music offered, developing their innate sense of rhythm.

Children become aware of their own safety as they understand about tidying away toys and equipment and use resources with care. They are encouraged to help with simple tasks around the home such as helping to cook, prepare some snacks and clear away afterwards. This helps them to develop a sense of responsibility as they consider the needs of others too. Healthy and nutritious meals and snacks are provided by the childminder who is very mindful of specific dietary requirements and children's own preferences. They also learn about following healthy lifestyles as they perform personal hygiene routines that effectively reduce the risk of the spread of infection and are encouraged to take care of their own health such as brushing teeth. All of this practice evolves as a result of the commitment and dedication of this extremely competent and caring childminder, who relishes the time she spends with the children, taking well deserved pride in the very positive role she plays in their continued development and learning.

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	1
The effectiveness of partnerships	2
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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