

Inspection report for early years provision

Unique reference number	EY422842
Inspection date	15/09/2011
Inspector	Patricia Dawes
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2011. She lives with her husband and child aged 21 months in Netherton near to Dudley. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The family have a pet dog pet.

The childminder is registered to care for a maximum of five children under eight years of age at any one time, two of whom may be in the early years age range when working alone. There is currently one child on roll in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Older children are also being cared for. The childminder also works with two assistants. Together they may care for no more than 8 children under 8 years, four of whom may be in the early years age group.

The childminder is a qualified teacher. She is able to take and collect from local schools and preschools. The childminder has support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy in this bright, welcoming and homely setting. They feel safe, secure and completely included in an environment where safeguarding and inclusion are integral to the childminder's practice. The childminder is extremely well organised and provides excellent standards of care and teaching. Every child's unique needs and stage of development are fully understood and provided for, and each one is making outstanding progress from their starting points. Partnerships with parents and other providers are successfully supporting consistent and complementary care and education. The childminder has an outstanding commitment to continuously improve, using training, advice and self-evaluation tools to review and develop her already outstanding practice.

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 the range of resources and positive images that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- continuing to use self-evaluation and high quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are significantly safeguarded due to the childminder's clear understanding of child protection issues. She has training in this area and is fully aware of her role and responsibility to protect children's welfare and safety. The childminder has detailed policies and procedures for all aspects of the service, which are diligently followed to make sure that children are as safe as possible, both day-to-day and in the event of an emergency. The childminder regularly reviews her policies in the light of new legislation and training, and makes sure she gives parents a copy of all the policies and procedures, so that they are aware of exactly what she does, and would do, in all eventualities. Risk assessments for the home, garden and all trips and outings are comprehensively prepared and used to make sure that safety issues are well considered to protect children, wherever children may be and whatever mode of transport is being used.

The setting is very well-organised and operates smoothly on a daily basis. This helps children to feel secure, and positive relationships are established between the home, the setting and other providers. A vast range of exciting, stimulating activities and resources are available and this contributes to the child-friendly atmosphere, such as, a reading area for younger children to access story books and for older children to use the computer and research materials. The childminder actively encourages parental involvement and they are viewed as the primary carers of their children. Parental consents and information exchange are used extremely well to assure that children receive consistent care based on parents' wishes. Parents receive a daily home diary update and regularly take home their child's 'memory file'. They contribute information about their child's interests, preferences, and stages of development when they first start and make notes about activities they have been doing at home. The childminder liaises and forms positive links with other early years providers children attend to ensure children's care and learning is enhanced. She continuously extends her practice and borrows resources from the book library to develop children's knowledge and understanding of the natural world and the diverse cultures and communities within it. She works well with other providers at the toddler group she runs and provides an excellent balance of outdoor and social experiences to assure children's health and social skills.

The childminder is passionate about her work and has an outstanding commitment to organising, reviewing and improving the childminding. She has undertaken extensive training on inclusive practice and meeting the needs of children with special educational needs or disabilities. She is also proactive in accessing additional training to ensure that both her assistants remain suitably informed and qualified to offer a high standard of care and education. She strives for improvement in children's learning by reviewing existing systems, such as those used for observational assessments. Plans for improvement include specific targets to develop and increase the resources children access to promote the wider world. The childminder is keen to ensure she continues to review existing practices for the benefit of all children.

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

Children make great strides in their learning towards the early learning goals due to the childminder's high expectation of their ability to achieve and her excellent knowledge of child development. The childminder has a robust understanding of children's individual interests and this is reflected in the implementation of activities and how they are extended and tailored to the individual child. The childminder forges warm, yet highly professional relationships with parents from the outset. The Early Years Foundation Stage curriculum is clearly explained, as are the methods used for making observations, assessments and plans for children's next steps. A 'tracker' book assessment system is used to chart children's progress and this is shared with parents.

Children are cared for in a relaxed caring environment in which they are motivated to learn; they are confident and secure. There is a wide range of planned, purposeful play that promotes all areas of learning substantially. They are beginning to be confident and competent communicators and learners, thriving upon the wealth of attention and daily opportunities provided for them in the setting. The childminder ensures that they have choices and time to pursue their interests and can persist in learning new skills, both as they play and as they take part in simple daily routines. For example, learning to feed and walk independently. All children are developing problem solving skills and join in with activities, such as music sessions where they enthusiastically imitate the sound made on drums. At toddler group and in the garden children enjoy all kinds of larger equipment which promotes their physical development extremely well. They are able to swing, slide, balance, ride and investigate. They learn how plants, fruits and vegetables grow through visiting the allotments. In the garden they learn how the changes in the weather through the seasons affect the plants such as when to pick the fruits that are ready to eat at snack time.

Children are gaining an understanding of the wider community when they visit the library, the local toddler group, park and farm. Children access a huge range of natural objects, home equipment and 'treasure' materials are utilised so that children can explore, investigate, use their imaginations and see how things work, such as microphones, play tills with scanning machines and treasure baskets filled with textured materials, feathers, cork and wooden objects. Most of all the childminder adds enormous value to children's play, finding related items and linking and extending it, so that they are engaged, excited, active and making fast progress. Their wider understanding of the world and of diversity is promoted through discussion, some resources and activities, such as food tasting activities where children sample different types of foods and fruits from around the world. They develop skills for the future as they learn with appropriate support offered by the childminder in how to press buttons when accessing and operating electronic technology.

Children are leading healthy lifestyles and are quickly learning personal and social skills. They are helped to wash and dry their hands and choose fruit pieces to

make their healthy snack. Children use individual towels and wear aprons when feeding. The childminder reminds them about germs if they drop toys on the floor. Regular fire drills are practised with the children and evaluated by the childminder, so that children know how to keep themselves safe in an emergency.

Children understand the importance of road safety due to the childminder's excellent input of discussion and positive role modelling. For example, children learn to cross the road safely during daily walks to school and nursery. They practice familiar routines such as finding a safe place to cross, holding hands and waiting for the green man before stepping out onto the road. Children are very well-behaved and they are encouraged to develop caring attitudes towards others by sharing. Younger children learn through the positive example set by older children. With positive praise children thrive and have formed positive relationships, both with each other and with the childminder.

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
--	---

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----