

Inspection report for early years provision

Unique reference number	EY434464
Inspection date	02/04/2012
Inspector	Elaine Hayward
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 2012

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 their two children aged 13 and 10 years old in Brierley Hill, Dudley. The whole of the ground floor of the premises is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time under the age of eight years. There are currently four children on roll in the early years age range, who attend part-time. The childminder also offers care to children aged over five years and is able to take and collect children to and from local schools and pre-schools. She makes frequent use of local facilities, including toddler groups, children's centre, parks, shops and library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's care. They experience a wide range of activities, enabling them to make good progress in their learning and development. The childminder knows each child well, recognising their uniqueness, in order to meet their individual needs. All requirements are in place. She works very closely with parents and works with other professionals, but has not yet fully established effective partnerships where children attend other settings. The childminder has developed an effective system of self-evaluation, in order to ensure continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency
- develop further children's understanding about the food chain, planting and growing.

The effectiveness of leadership and management of the early years provision

The childminder has clear knowledge and understanding of her role and the actions to take should she have concerns about a child. She is secure in her knowledge to ensure that effective vetting procedures are in place and with regard to supervising the children in her care. The childminder is clearly aware of potential

hazards, with full risk assessments for her home and outings in place. These are regularly reviewed to ensure the safety of children.

The childminder's home is well organised to meet the needs and interests of the children. The childminder promotes equality and diversity through good practice, encouraging children to respect themselves and others. She gets to know each child very well and forms close bonds with the children. This is well supported by close working relationships with parents, who receive good quality information about the provision. Parents are kept informed through daily discussions and informative individual diaries. They are involved from the start in their children's learning through individual learning journals, which are clearly linked to the early learning goals. The childminder works with other professionals but has not yet established full and effective partnerships with other settings that children attend, in order to ensure continuity.

The childminder is highly motivated, enthusiastic and totally committed to providing a high level of care and education to ensure the best possible outcomes for children. She is qualified and has previous experience of working with children in a nursery. She is keen to attend training to enhance her provision. The childminder organises her daily routines successfully with the environment well organised, providing a wide range of good quality resources. Her practice is well supported by a clear and comprehensive range of policies and procedures. The childminder effectively reflects on her practice, understanding her strengths and weaknesses. She identifies areas for improvement and the action to take, in order to maintain improvements and improve outcomes for children.

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

Children are clearly very happy and confident in the childminder's care where they benefit from good support and encouragement to achieve and enjoy. They clearly feel safe and secure as the childminder gets to know them well, in order to meet their individual needs. She provides them with a warm and caring environment. Warm interaction is in abundance, such as when a stranger arrives or when putting a child in a cot in a darkened room for a sleep. Children clearly benefit from the childminder, who knows their likes and routines and can meet their needs.

Children receive ongoing praise and support for their achievements. They are well supported by a knowledgeable, warm and caring childminder, who joins in with their play. She understands what young children mean as they point and puts a jigsaw puzzle out for them. She helps them put the pieces in the right place and reinforces their vocabulary as she confirms it is a horse and the sound it makes. There is laughter and wonderment as a child as fascinated by the sounds a book makes.

Children learn about the wider world and benefit from the fresh air each day as they walk to and from school. They enjoy having space to run around the park and

where they can examine nature. They enjoy the child-friendly garden where they can chalk on the slabs or practise their skills with balls and other equipment. Young children are fascinated to watch the birds, well supported by the childminder, who talks about what they are seeing. They learn about diversity, other cultures and disability through a wide range of good quality exciting resources, such as, books, puzzles and small toys and as they celebrate festivals.

Children learn to be kind and considerate, right from wrong, about actions and consequences, as they follow the lead of the childminder, who acts as a good role model and gives clear explanations. Children know it is important to put toys away, in order to keep them and the toys safe. They learn about crossing the road safely and practise fire evacuation. Children can be seen caring for dolls, playing 'peek-a-boo'. A young child enjoys playing 'mother' as they carefully cover another child with a blanket. Children use their imagination as they pretend to play a guitar, to be monkeys and make giant shoes from polystyrene blocks.

Children learn to understand the importance of keeping healthy, of washing their hands, using their own brightly coloured towels. They learn to clean their teeth, keeping a toothbrush at the childminder's home. Children's independence is promoted as they hang their coats on their pegs, choose their own activities and are well supported in learning new skills of putting on their own shoes and socks. Young children's independence is promoted as they are encouraged to feed themselves as they enjoy healthy meals and snacks provided by the childminder. They talk about the foods they eat and enjoy the cakes they make. Children do not, however, have opportunities to learn about planting and growing. This is an area highlighted for development to develop further children's understanding of how things grow and extend their appreciation of healthy foods.

The childminder understands that children need to feel happy and safe and that they learn through play. She confidently observes and assesses what children can do, planning the next step, providing valuable experiences and activities. Her actions and responses clearly promote children's feelings of self-esteem as they play and learn in the child-centred home. As a result, children are motivated to achieve and develop positive attitudes to learning, making good progress towards the early learning goals given their age, ability and starting points. Children are enabled to become independent, active and inquisitive learners, helping them develop skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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
--	-----