

## Inspection report for early years provision

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<b>Unique reference number</b>	257202
<b>Inspection date</b>	04/03/2009
<b>Inspector</b>	Christine Lynn Williams
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2001. She lives with her husband and two children aged eight and 10 in a residential area of Kings Norton, Birmingham, close to shops, schools, parks and public transport links. The whole of the property is used for childminding and there is a fully enclosed garden available for outside play. The family has a pet dog and two guinea pigs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three in this age group. She also offers care to children aged over five years to 11n years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Access to the premises is over a small front step and small porch way.

The childminder takes and collects children from the local school and nursery and attends toddler groups on a regular basis. She holds an appropriate early years qualification, has gained an early years quality assurance accreditation and acts as a mentor to other childminders in the area. She is a member of the National Childminding Association and of the Birmingham Childminder Inclusion Programme for children and families.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder is exceptional in her knowledge and dedication to providing an extremely high quality service for children and families. She has fully embraced the Early Years Foundation Stage (EYFS) and uses it very effectively to ensure that children make excellent progress and are kept healthy, safe and well protected. The childminder has a clear vision for what she hopes children will achieve and works collaboratively with parents and others to ensure that all children's experiences are both positive and rewarding. Self-evaluation lies at the heart of her practice and this is constantly reappraised and amended to ensure that her practice mirrors the changing needs of children as they grow and develop.

## **What steps need to be taken to improve provision further?**

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

- extend the arrangements for gaining early details from parents regarding who has legal contact with a child.

## **The leadership and management of the early years provision**

The childminder uses the EYFS to best effect in providing consistently high quality care and early education for children. Well considered reflection, evaluation and forward thinking allows the childminder to consider how to maintain and improve her service, and this ensures that continuous improvements are made which are firmly based on the outcomes for children. For example, she uses a self reflective diary to set targets for her own professional development and information from parents and children to consider ways of improving her practice. As a result, identification of strengths and weaknesses are realistic, and improvements are linked to children's individual needs and monitored to ensure they are fully effective.

The childminder values the diversity of families and the local community and is highly effective in ensuring that all children are achieving as much as they can. There is an exceptionally strong commitment to including all children and this is reflected in the wide range of training the childminder has undertaken to ensure that her practice is tailored to meet children's individual needs and that she offers effective support to their families. For example, she is trained in how to support children with specific learning difficulties and disabilities and in providing appropriate counselling to families. Close working relationships have been developed with the local children's centre, outside professionals and local school and nursery and these are used extensively as part of the childminder's commitment to providing high quality care and early education.

Children's welfare is promoted extremely well in all aspects, with many areas being extemporary. They benefit from the childminder's thorough knowledge of safety issues and the very successful systems used to encourage them to eat healthily. Safeguarding arrangements are robust and consistently updated through regular top-up training to ensure that the childminder acts in a way that fully reflects current and best practice. Her willingness to record existing injuries and details of parental responsibility further protects and safeguards children, although details of who has legal contact with a child is not recorded to the same high standard and may cause a delay in gaining relevant information. Extensive record keeping and clear policies and procedures ensure children's health, safety and enjoyment are promoted to a high level and these are consistently put into practice.

## **The quality and standards of the early years provision**

Children make excellent progress in all aspects of their learning and development because the childminder responds to and fully reflects their individual needs in all aspects of her practice. Strong, positive and caring relationships are developed, with children having wide opportunities to express their views and make choices. Children develop strong self-esteem because they are praised when they achieve and are encouraged to try different things. Gentle words and smiles create a highly caring atmosphere, where children learn to listen to each other and take into account each others moods and feelings. They talk confidently and expressively as they share what they know, enjoy stories and chat happily to the childminder and

their friends. A wide range of exciting and stimulating outings are organised to help children become sociable and familiar with people from different backgrounds and these include regular trips to the library, shops and children's centre. Children explore and develop their natural curiosity as they discover how to make bread and cakes, play in the snow or feed the guinea pigs and a wide range of mathematical advice and guidance, gained from recent training, is used creatively to help children count and recognise numbers. Children enjoy being creative as they draw, paint, sing favourite songs such as 'baa baa black sheep' and make up their own plays using puppets.

The childminder has put in place highly effective systems for moving Children forward in their learning and development. What children can do is the starting point for planning their future steps and particular emphasis is placed on developing each child's personality and acknowledging their achievements. She has an in-depth knowledge of each child's background and needs and constantly evaluates and reviews her practice as children grow, develop and change.

From the outset, strong relationships are established with children's families and other professionals so that children feel comfortable, secure and valued. She gains lots of information about children before they start at the setting, such as photographs of what they can do at home and a detailed family tree showing close and extended family relationships. Parents share what they know about their children, regularly review the progress their children are making and contribute to their child's learning and development record. Close liaison with the local school and pre-school allows relevant information to be shared and the childminder is trained and registered to provide support to children and families through respite care and supportive action.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.