

## Inspection report for early years provision

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<b>Unique reference number</b>	209623
<b>Inspection date</b>	05/08/2009
<b>Inspector</b>	Patricia Webb
<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 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 has been registered since 1993 and lives with her adult child in Perton near Wolverhampton. There are local shops, a school and park within walking distance. The whole of the ground floor of the property and two bedrooms on the first floor are used for childminding purposes. There is a fully enclosed rear garden for outdoor play. The family has two guinea pigs.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. There are currently five children on roll in this age range. The childminder is also registered to offer overnight care for two children at any one time. Care is also offered to children aged five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder holds a level 3 qualification in early years childcare and education and is a member of an approved childminder network.

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

Overall, the quality of the provision is outstanding. Children thrive in the stimulating environment as they receive excellent levels of care and interaction from the childminder. A highly proactive approach to her professional development extends her knowledge and skills in order to enhance the experiences and opportunities for all children in her care. Children are progressing very strongly in all areas of their learning and development as the childminder knows each child well, responding to their ages and stages with great attention and enthusiasm.

## **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 different strategies to promote non-verbal communication in order to further develop inclusive practice.

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

The childminder is a highly committed and enthusiastic practitioner, offering an extremely warm and very specifically home-orientated environment. She takes every opportunity to attend training to further improve her knowledge and skills, demonstrated in the passion she brings to the role played in the lives of the children cared for. Building upon strong practice, the childminder delivers the Early Years Foundation Stage with care and confidence, ensuring that all aspects of each child's care, learning and development are promoted effectively. This is demonstrated through the childminder's self-evaluation process, as she reflects on

her practice and how it impacts on the lives of the children in her care. The childminder has an excellent attitude to inclusion, seeking out information to enable her to support children with learning difficulties and/or disabilities and children from families where English is an additional language. She is eager to seek further training in non-verbal communication to enhance this aspect of her practice.

The childminder is very organised, using a range of comprehensive policies and procedures to demonstrate the ethos of her service. These are shared with parents so that they are fully assured of how the childminder promotes children's self esteem, confidence and overall enjoyment. Close working relationships are established with families, many of whom keep in contact with her long after children move on to the next stage. Parents speak and write most enthusiastically about the very high standards of care offered and how her flexible approach enables them to feel confident about variations to the routines. The childminder also plays a strong role in liaising with other providers, such as pre-school and reception class staff, as they jointly work to enable children to make the transition to the next stages with ease and confidence. Children's progress and development is carefully observed and assessed by the childminder, and shared with parents through the highly effective daily diaries, learning journals and stepping stones developmental sheets. Parents add to the daily diaries with comments and some additions come from the children too, as they draw and mark make and share this with the childminder.

Children are fully safeguarded as the childminder has a very sound knowledge and understanding of child protection issues, sharing her commitment with parents. Regular training is attended to keep abreast of changes to Local Safeguarding Children Board procedures and to reassure parents that any concerns would be addressed swiftly, in the best interests of the child at all times. Diligent attention is paid to conducting risk assessments and constant visual checks around the home and on outings maintain children's safety, and children are encouraged to consider some aspects of their own safety with her gentle and sensitive support.

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

Children thrive and blossom in the care of this caring and dedicated childminder. They thoroughly enjoy their time with her, as individual time and attention is given to support each child to achieve and reach their full potential. Everyday activities are used most effectively to promote children's learning. For example, the arrival of the refuse collection vehicle in the road prompts a delightful discussion about recycling and the work the collectors do. Children's attention is drawn to the house numbers on each bin as they identify the house each bin belongs to and they then wave enthusiastically to the neighbours as bins are then taken in.

The pace and routines of the day are carefully thought through, to take account of individual child's needs and stages of development. One-to-one attention is given to a child before the arrival of another child, helping to extend vocabulary, offering praise for each effort, particularly when the child succeeds in demonstrating how to activate the motor on the cars to make them speed round the track. Very

respectful relationships are fostered between the children and the childminder, as they learn to consider the needs of others as well as their own, supported very sensitively to share and take turns. Consequently, children's behaviour is exemplary. Their efforts and successes are acknowledged in their daily diaries too, with stars and stickers awarded to be shared with their families. The childminder is highly intuitive in linking such strategies to be pertinent to individual children's ages and levels of understanding. For example, one child receives a sticker for having been very kind and polite when meeting up with an elderly neighbour whilst out on a walk with the childminder. Another child receives note for efforts with toileting routines. Each child is valued and respected for who they are, promoting self-esteem and encouraging children to want to achieve.

Children's health and well-being is maintained as they enjoy robust activities indoors and outside regularly and know about following simple but consistent personal hygiene routines. The childminder is diligent with regard to safety, encouraging children to be aware of their own safety. Excellent attention is given to reinforcing awareness of the dangers of fire and playing with matches, using a DVD and project sheets to aid children's learning. This obviously works as one child's diary recalls a recent conversation about the forest fires in Australia. Some children were concerned about the animals escaping and the child related that the animals would have to 'stop, drop and roll' like they have been taught in order to keep safe. A child arrives enthusiastically eager to put on the roller skates brought in order to show off prowess in this. Great care is taken as the child fits the skates and the elbow and knee pads to move around the carpeted lounge in safety, knowing not to go on the laminated floor of the dining area. This skill is then shared with the younger child, who delights in having a go on the skates with excellent support and encouragement from the childminder.

Children enjoy the social time promoted during meals and snacks. They chat about their day and understand about healthy eating, tucking into meals that are sometimes provided by their parents and sometimes by the childminder. Great care is taken to meet any specific dietary requirements. Along with the evaluation of daily activities, the childminder regularly monitors the development of each child with dated observations and photographs. This helps in planning effectively for the next steps to support children's future learning, particularly where a child benefits from additional support or extension and challenge as they 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*

### 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?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### 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?	1
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

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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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