

## Inspection report for early years provision

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<b>Unique reference number</b>	EY263754
<b>Inspection date</b>	16/10/2009
<b>Inspector</b>	Patricia Webb
<b>Type of setting</b>	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 has been registered since 2003 and works with an assistant at times. She lives with her husband and two adult children and a child aged 11 in the Fallings Park area of Wolverhampton. The whole of the ground floor of the property is used for childminding with toilet facilities on the first floor. There is a garden available for outdoor play laid out on one level accessed through the conservatory. The family has a pet cat, a dog, rabbits and a guinea pig.

The childminder is registered to care for six children under eight years of age at any one time, no more than three of whom may be in the early years age range. There are currently nine children on roll whose ages range from seven months to seven years some of whom attend on a part-time basis. Care is also offered to children over five years of age. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and member of the approved childminding network within Wolverhampton. She also holds a Level 3 qualification in early years childcare and education.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder knows each child exceptionally well and is highly skilled in identifying and meeting individual needs to promote children's welfare and development most successfully. There is an extremely strong conviction from the childminder to examine the practice and assess the impact on outcomes for children. This ensures that continuous improvement takes place, significantly enhancing children's experiences and activities, thereby making exceptional progress in all aspects of their development. The well-being and welfare of every child in her care is at the centre of the childminder's practice and commitment.

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

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

- explore a variety of strategies for involving parents and children more actively in the evaluation process.

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

The childminder takes her role and responsibilities very seriously particularly when safeguarding children. All adults in the household are carefully checked and reciprocal cover in the event of an emergency is provided by another registered

childminder who is familiar with the children and their parents. They are also informed of the childminder's responsibility with regard to child protection issues in that action is taken to ensure the best interests of the child are the main priority. This promotes children's feeling of being safe and secure. Risk assessments are diligently conducted on all aspects of the provision that impinge on children's safety. Great care is taken to involve children in this process, particularly in beginning to assess risk for themselves. For example, children enjoy climbing the small tree in the garden, taking pride in doing this with care and relishing their achievement.

The layout and effective use of the home affords children a wide scope of activities, resources and learning opportunities. They can make choices for themselves, learning to consider younger children's presence when selecting some smaller equipment and expanding their activities with sensitive support from the childminder. They have highly effective and well-planned opportunities to learn about themselves and others through planned activities and the range of resources available to them which reflect diversity. The use of labels and pictorial signage enables all children to develop their free choice of activities.

Partnerships with parents, carers and other providers are extremely well implemented ensuring that essential information is exchanged to identify and meet specific needs and routines. Parents and carers are extremely positive in their evaluation of the childminder's practice and how they see her as not merely a childminder but their child's friend and mentor. This is reflected in the system for evaluating the quality of the provision and its impact on outcomes for children. The childminder is reflective in the assessment of her practice, citing areas she is seeking to develop further. She is eager to investigate further strategies for involving the children and their families in this process more effectively but has not yet explored this fully. Close working with other settings involved in the delivery of EYFS, helps to promote a consistent approach and a shared collaboration. One setting is working on a topic about dinosaurs and the childminder has followed this through by extending the learning as children create a dinosaur world using a 3D jigsaw and enabling children to access, name and recognise the various creatures.

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

Children enjoy a vast array of well-planned activities that enable them to make exceptionally strong progress in their learning and development. The childminder has a very clear understanding of the EYFS and ensures that each child is offered appropriate experiences that build upon what they can do, what they know and what they are capable of achieving. They take pride in sharing their development records with parents and visitors, referring to the story boards displayed on current activities that demonstrate a breadth of learning opportunities. These records are shared with parents and carers who make additional comments regarding their children's home lives and how they carry on activities at home, becoming true partners in their children's development. Children's assessment records include pertinent observations, photographs of children involved in exciting and enthralling activities and a wide range of their creative work. Parents express a strong desire

to become involved in some of these activities, such as requesting that they can be present during the release into the wild of the butterflies the children have nurtured from the caterpillar stage.

Children enjoy their learning and are highly motivated and interested in the experiences offered. There is a very strong emphasis on children's emotional development as books and activities are used most effectively to enable children to understand some strong feelings. For example, children discuss anger, fear and bereavement in age and developmentally appropriate ways helping to reduce anxiety, stress and learn to cope with frustration. They delight in learning to observe and take notice of their environment as they sit pensively, checking the various birds and animals what visit the garden and excitedly recording this by using the 'seen it!' stickers in the observation books. Everyday opportunities are used intuitively to promote children's awareness of numbers and problem solving in their activity. Babies and younger children use inset puzzles and pop-up toys to become aware of cause and effect and can achieve mark-making very simply when using the aquadraw mat to create patterns and shapes. Great thought goes into planning various outings and trips to enable children to make connections in their learning and development. For example, a recent topic on transport has raised children's awareness of various modes of travel, from the bus to a tram, steam train and a barge along the canal. Further visits to venues such as Cosford Air Museum extend the learning for older and more able children ensuring that their interests are wholly maintained. A further trip to the theatre is planned to see 'Going on a Bear Hunt' which is a favourite story for the children. They re-enact the story as they dress up and use walks in a nearby woodland park to extend the experience, swishing through the long grass.

Children are very aware of following a healthy lifestyle. They enjoy a balanced and nutritious diet supplemented by vegetables and fruit they have grown or picked for themselves and cooked as part of their involvement in their health and well-being. They are highly active both indoors and outside in the garden using the trampoline with diligent attention to their safety and getting actively immersed in sand play in the large sand pit. Each child takes care with personal hygiene routines to reduce the risk of contamination. They have their own towels easily identified with individual emblems developing independence and personal responsibility as they progress. Their health is further promoted as minor injuries and accidents are managed efficiently and all of the required records, policies and procedures regarding health and safety are completed and shared with parents. Children's behaviour is exemplary as they are treated with great respect and contribute to the setting of boundaries that are shared with each child and their families. Well deserved praise is offered by the childminder to promote self-esteem and support children in having a strong desire to stretch themselves and have a good try at their various activities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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