

Inspection report for early years provision

Unique reference number	EY336207
Inspection date	19/01/2011
Inspector	Patricia Dawes
Type of setting	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 was registered in 2006. She lives with her husband and her two adult children in a house in Perton, close to Wolverhampton. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently three children on roll in the early years age range. Older children are also cared for. The childminder supports children who have English as an additional language.

The childminder holds appropriate early years qualifications and is a member of an approved childminding network. She takes and collects children from the local schools and makes use of local facilities such as parks, shops and the library. She attends the local toddler group on a regular basis and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress at this homely, welcoming setting. Inclusive practice is crucial in all aspects of children's care, learning and play, ensuring their individual needs are prioritised and met. Excellent partnerships with parents and carers ensure children are happy, settled and achieve well within the Early Years Foundation Stage. The childminder is very proactive and highly professional in having developed rigorous, reflective monitoring of her provision to ensure continued improvement.

What steps need to be taken to improve provision further?

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

- developing further the evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a professional knowledge and understanding of her responsibilities to keep children safe. She has very detailed procedures to follow if she has any concerns about a child in her care. Children are cared for in a safe and secure home. Children's safety and security are covered by the childminder's

comprehensive risk assessments which are in place for the home and garden. These are continually updated as needed to meet the needs of individual children. Detailed risk assessments are in place for outings which include stranger danger, road safety, visiting parks and other outdoor areas and using the car to ensure children are kept safe.

Excellent use is made of the space in the home, which includes a dedicated room for older children to access a computer. An excellent range of resources are set up each day that children can move between. These are easily accessible either in the room or from the cupboard under the stairs. This enables children to develop their independence in the choice of activities and toys. The childminder has an extremely sound knowledge of promoting equality and diversity. She gathers additional information to support children's settling-in and the planning of activities, for example, information about their family and their cultures, also their likes and dislikes. Children participate in a wide range of exciting activities and play opportunities that promote their awareness of the wider world. Resources depicting diversity are in abundance at this setting and used well with the children to promote inclusion.

Children benefit from the childminder's extensive knowledge and experience. She is enthusiastic and committed to providing a very high standard of care. She has gained a recognised childcare qualification since becoming registered. She has used the skills and knowledge that she has gained to give her a more detailed insight into children's learning and development. Excellent attention is given to ensuring policies are clear and understood. Detailed procedures provide relevant information for parents and others about the management of the setting. All required records are in place and regularly updated to reflect children's changing needs. Significant importance is placed on reflective practice and self-evaluation in order that standards remain extremely high. She has further plans to develop her formal self-evaluation process.

Detailed information is obtained from parents with regard to their children's individual needs, routines and characters. This enables the childminder to get to know each child well and adapt activities and routines appropriately, thereby offering a wholly inclusive provision. For example, great emphasis is placed on ensuring children are aware of their culture and able to use familiar words and phrases in their home language. The childminder has developed her practice and pays rigorous attention to detail, providing an inclusive environment in which she goes out of her way to include all families. Excellent arrangements are in place to share information with parents. The childminder provides parents with updates about their children's activities and meals, up-to-date news on children's medical issues and information regarding play aspects such as 'treasure baskets' for parents to try at home. The childminder is very aware of the expectation to liaise with other settings the children may attend to ensure continuity of care and learning. She will implement this as and when needed as she has done for children in the past.

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

Children are making excellent progress in their learning and development because they are highly motivated, secure and happy in the childminder's care. The warm and nurturing relationships created are reflected in the children's enthusiasm in what they do which significantly promotes them to be active learners. The wonderful stimulating range of activities and quality resources fully engage the children who are confident in making their own choices and even the younger children are confident to find books and puppets they require at story time. Activities are planned to enable children to take the lead role supported by the childminder, for example telling a story in the car on the way to school, icing biscuits during a cookery session or attending a story time session at the library. The children's individual interests are taken into account for future activities, making the most of opportunities to enhance their learning.

Clear and well informed observations and assessments, together with the excellent use of photographs and captions of children's own descriptions, enhance their learning and development. The childminder effectively identifies and monitors each child's next steps to indicate progress in all six areas of learning. Individual children's learning journeys wonderfully reflect the dedication the childminder applies to promoting children's progress towards the early learning goals.

Children learn to use language effectively and imaginatively, for example, pretending to go on a shopping trip, buying potatoes and corned beef, but saying that there are 'no sausages today, only pork pie!' They enjoy reading books together, sharing stories and joining in repeated refrains during music and movement sessions. Children problem solve, working out what happens when they mix different coloured paints together. Children learn about different cultures and actively find out more about them, for example, by looking at books and talking about people who live in various different countries around the world. They socialise when going to community groups and this fosters their social development and encourages their awareness as they learn about each other's differences and similarities. In addition, children have opportunities to learn about each other's home culture, celebrating special events together such as birthdays and festivals. They see an abundance of positive images of diversity in their learning environment and play with resources, particularly role play items of puppets from around the world, to support their learning. They feel a complete sense of belonging in the setting as the childminder is very proactive in using words and phrases in the children's home language.

Children move safely, enjoying the wide variety of play and learning opportunities both inside and outside. Children learn to keep themselves safe, for example practising road safety whilst out and about and fire evacuation safety in the setting to ensure that everyone knows what to do in an emergency. They handle equipment safely because the childminder guides them carefully, gently reminding them to tidy away toys to prevent tripping or not to run indoors. Children very much enjoy exploring their creative side, using a wealth of creative media to make and design imaginative pictures and models. They also enjoy growing their own

fruit, vegetables and flowers and looking at nature in the community, picking wild flowers and using them for collage pictures.

Children's welfare needs are thoroughly met so that they eat very healthily, sleep warmly and safely and learn proper habits of hygiene as part of their routine day, therefore laying firm foundations for the future. The childminder actively involves them in shopping and preparing healthy foods, which the children enjoy. Children's behaviour is admirable as they show care and consideration for each other, taking turns and demonstrating very good manners, remembering to say please and thank you at relevant times. Children develop a strong sense of security and are thriving within a loving and nurturing environment.

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
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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

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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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