

Inspection report for early years provision

Unique reference number	EY293023
Inspection date	19/01/2011
Inspector	Elaine Poulton
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and three children eight, 10 and 13 years of age in Burntwood, Staffordshire. The whole ground floor and the main bedroom of the childminder's house are used for childminding purposes. There is a fully enclosed garden for outside play. The family has three gerbils and a dog.

She is registered to care for a maximum of four children at any one time and is currently caring for six children in the early years age range on a part-time basis. She is registered by Ofsted on the Early Years Register and on the voluntary part and compulsory part of the Childcare Register.

The childminder holds an appropriate early years qualification to Level 3 and a Foundation Degree in early years. She takes and collects children from schools and pre-schools. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

On the whole, children make significant progress in their learning and development because they are extremely well supported by an experienced childminder who has fully embraced the Early Years Foundation Stage. She plans an extensive and challenging range of activities and creates a stimulating and inclusive environment where all children are safe, secure and happy. There is a very strong emphasis on identifying individual children's needs and working cohesively with parents and other professionals to support each child in reaching their full potential. Her self-evaluation is reflective and she strives to ensure that her provision continually improves.

What steps need to be taken to improve provision further?

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

- enhancing further the plans already in place for free-flow outdoor play.

The effectiveness of leadership and management of the early years provision

Child protection and procedures for safeguarding children are highly effective in this setting. The childminder understands the legal welfare requirements and her role and responsibility in taking action if she has concerns about a child in her care. She demonstrates a thorough understanding of Local Safeguarding Children Board guidelines and has implemented a robust child protection policy in her setting. She

holds an appropriate Level 3 early years qualification and an early years Foundation Degree. She has up-to-date training in first aid, safeguarding and food hygiene to support her exemplary practice. There is an extensive range of policies, procedures and permissions to ensure the smooth running of the provision. There is also an effective and comprehensive risk assessment in place which includes additional daily checks to be undertaken. These measures are effective in promoting the welfare and safety of all children in her care.

Children's development is significantly enhanced owing to the exceptionally well organised resources, equipment and activities. Equality and diversity is promoted extremely well as all children are included in all activities. The childminder expertly recognises the unique learning schema of each child and this helps her to build successfully on their interests to ensure they achieve and reach their full potential.

Partnership with parents is outstanding. Each child and their family is highly respected and valued. Open and respectful relationships are fostered with parents, carers and other professionals. This in turn helps the childminder to meet individual needs and support each child to achieve and enjoy their early years learning experiences. Extensive background information is shared and discussed with parents and carers in order to build a clear picture of each child's individual needs and routines. Excellent quality information is shared with parents regarding the welfare and learning requirements. The childminder acknowledges that working in partnership impacts positively on children's attainment.

Partnerships with others who deliver the foundation stage are excellent. With parental consent and schools agreement the childminder has full access to nursery planning and shares the individual assessment profiles for children in her care. She has set up a new support group for other childminders and has developed a lending library containing resources, equipment, books and an anthology of practical fun activities to carry out with children. She shows a genuine enthusiasm and enjoyment of her work and is keen on identifying training needs to hone her skills and knowledge. As a result, she takes pride in sharing initiative ways of working with others and exploring and updating good practice initiatives. For example, this is demonstrated through being instrumental in co-writing a document for the local authority to help childminders gain their Early Years Professional Status which in turn has widened her understanding of the learning and development framework.

The childminder has a clear vision for the future and the self-evaluation process is exceptionally well developed and utilised to identify key priorities for continued improvement. The one recommendation from the last inspection has been fully addressed. The childminder stated 'I will strive to continue to improve my setting, continuing with training and looking to widen the scope of my training to include methods such as Reggio Emilio, High Scope and Montessori. I will continue to seek the opinions of the children and their families in how to improve the setting on an ongoing basis'.

The childminder has excellent learning and development plans in place and photographs to demonstrate how the outdoor area is already fully utilised. However, the outdoor play area is not in use for a short time. The childminder is very happy to develop the use of the outside play space even further once puppy

training is accomplished. This positive and professional attitude to self-assessment assists the childminder to continually look at ways to improve the quality of the service provided.

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

Most children make excellent progress towards the early learning goals because the childminder has a superb understanding of the Early Years Foundation Stage framework. Children are eager to attend and make significant gains in their development and learning. Children's individual profiles are used effectively to plan activities to enrich their learning. The childminder believes that children's natural curiosity is a great opening into extending their learning naturally. She provides a well-balanced day that contains suitable periods of time where children follow self-initiated ideas as well as some adult-led activities. There is an effective system in place to monitor and evaluate the effectiveness of the activities provided to accurately chart younger children's progress and achievements towards the early learning goals.

Space within the setting is exploited to the maximum this ensures children are able to move freely between activities and play side by side with their peers. Babies and younger children are included in all of the activities and they show their delight by gurgling excitedly and smiling happily. There is an excellent range of equipment which reflects diversity and children are encouraged to make choices and decisions in their play.

Their social and communication skills are developing rapidly underpinning their future success. For example, they learn baby signing as a different method of communication. Their level of concentration is excellent as they are allowed to spend time at their own chosen activity and revisit activities to consolidate their own learning. For example, they are eager and excited and actively involve themselves exploring torches and tents, investigating melting ice-cubes and taking part in imaginative role play and dressing up activities.

The childminder skilfully engages with children by talking to them and encouraging their developing personal independence skills. For example, children access the toilet, manage their clothing and wash and dry their hands and they also wash their own plates and dishes after meal times. Older children understand the need to keep safe and learn to assess dangers and personal risk. For example, they take responsibility for their own and others' safety through activities such as 'attention soldiers' when learning to cross roads safely. Through a range of undertakings children are involved in recycling projects, caring for animals and taking care of their environment.

The childminder has high expectations of good behaviour and is consistent and fair when encouraging children to share and take turns. The 'our house rules' encourages friendships, sharing and sets basic boundaries for children, including having fun. The childminder introduces a superb range of resources to help children to recognise and understand different feelings and emotions. For example,

through reading books such as 'Ants in his pants' and encouraging children to express their feelings through 'persona puppets'. Issues are discussed with parents and children so that there is shared understanding of expectations and consistency in behaviour management techniques. These activities effectively support children's sense of belonging and self-confidence as well as helping them to learn what is right and wrong.

Children's health and well-being is fully endorsed by the clear routines they follow with familiarity. Younger children and babies sleep and feeding routines mirror those of home. Children have extensive access group play activities and physical and energetic outdoor activities and fresh air each day. They make regular visits to the allotment and dig up fresh vegetables and pick strawberries to wash and eat. The childminder successfully promotes, informs and encourages healthy eating and praises children who choose to eat healthily.

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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