

Inspection report for early years provision

Unique reference number	EY344492
Inspection date	15/02/2011
Inspector	ISP Inspection

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 children aged nine and 11 years in a house in Halesowen in the West Midlands. The whole of the ground floor and one upstairs bedroom are used for childminding. There is an enclosed garden for outside play.

This provision is registered by Ofsted on the early years 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 six children on roll in the early years age range. Older children are also cared for.

The childminder is a member of the National Childminding Association (NCMA). She 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.

The childminder displays an excellent understanding of the Early Years Foundation Stage, which she effectively implements to ensure the children receive the best possible care and opportunities in their learning. Relationships between the childminder and children are excellent and she consistently provides a service that meets their individual needs. Required records and documentation are of a very high standard and parents are informed and involved in their child's care and learning at all times. The childminder ensures that all children are valued and included and their understanding of the wider world and diversity is continually enhanced. The childminder shows commitment to developing her practice and draws from the comments and views of parents and children to continually improve her service.

What steps need to be taken to improve provision further?

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

- develop 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

Children enter a welcoming, warm, child-centred environment where their health, safety and well-being are paramount. The childminder demonstrates a professional awareness of her role and responsibilities to protect children in her care from abuse and neglect. She has undertaken a higher level in training to ensure that her knowledge and understanding of current legislation and practice is maintained. Children's safety is constantly maintained through the routines followed by the childminder to ensure children are not left unattended with unvetted adults. Children are only released into the care of known adults, and visitors to the setting are monitored. Excellent written risk assessments are in place, identifying potential risks and how they have been minimised, both in the home and when out. Systems for reviewing and updating these are robust and assessments are in place for the home and for any trips or outings that the children are involved in. All required records are in place and effectively support the service the children receive. Confidentiality is maintained at all times.

Concise written policies and procedures are in place which truly reflect the ethos of care provided. All are shared with parents who record that they have read and understood them. Detailed information is received from parents about their child's needs, preferences and any particular medical requirements. Processes are continually monitored to ensure the views of parents are known and considered at all times. Excellent relationships have formed between children, parents and the childminder and written comments seen during the inspection were delightful. The childminder works in unity with other professionals involved in the children's lives. This includes verbal and written information sharing and a two-way interest of the activities and topics that the children are involved in. This ensures continuity of care and a feeling of security for children as relationships are excellent.

Children's understanding of the wider world and diversity is enhanced through the discussions that take place between the childminder and children, the wide variety of activities and resources that they access at all times and the celebration of cultural events throughout the year. Resources reflect positive role models of people with their local community and beyond, and any comments or questions are dealt with sensitively and appropriately to enable children's understanding to continually develop. The childminder seeks information for the children through the internet and provides literature that informs them of the wide variety of cultural events taking place around the world. They try foods from different countries and parents inform the childminder of events that are happening within the children's families, which enables them to share their own personal experiences. The childminder has a good understanding of the needs of children with learning difficulties and/or disabilities and gathers detailed information about each child's individual needs to ensure they are consistently met.

Significant importance is placed on reflective practice and self-evaluation in order to ensure that standards remain extremely high. She demonstrates a commitment to continually improve her knowledge and skills through training, and further reading of literature ensures she is up-to-date and knowledgeable of current

practices within the childcare field. She has further plans to develop and update her formal self-evaluation process.

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

Children make excellent progress through the exceptional variety of activities and play experiences they are involved in, which challenge their learning and encourage their natural curiosity to learn. The childminder values children's views and they take an active part in planning their day. Their thoughts and ideas are continually sought to ensure they gain the most from the activities and play experiences provided. Detailed planning is prepared which clearly links to the six areas of learning and enables children to effectively progress towards the early learning goals. Excellent observations are made of the children involved in an extensive variety of learning opportunities. These give a clear reflection of what the child has been involved in, what area of learning it has included and enables the childminder to plan effectively for their future learning. All are supported by photographs and any creative work they have completed. Children's learning journeys are shared with parents who take them home on a very regular basis to keep up-to-date with their child's learning. Time is also spent talking through them with parents and asking their views.

Children are extremely happy and settled, and are relaxed and confident in the routines of the day. Interaction between the childminder and the children is exceptional and they have clearly formed strong, secure relationships. Children's independence is promoted effectively throughout the day and they confidently take care of their own personal needs and make informed decisions with regard to their play. Excellent use is made of the space in the childminder's home, which includes dedicated play spaces. Resources are plentiful, of a very high standard and displayed appealingly at children's level. This allows children to self-select and to develop their independence in the choice of activities and toys.

Children have good opportunities to make marks, draw and create, and their language development is continually encouraged through skilful questioning by the childminder. Children's understanding of mathematical concepts is encouraged throughout all activities, such as, sand and water play, emptying and filling cups, bottles and bowls. Children's physical skills are continually enhanced through using small tools and equipment, such as, scissors, cooking utensils, pens, pencils and equipment for gardening. On large equipment, they learn about moving in a variety of ways; over, through, under, backwards and sideways, and also develop their balancing skills and coordination.

Children learn about different cultures and actively find out more about them, for example, looking at books and talking about people who live in various different countries or trying different foods from 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 other cultures, celebrating special events together, such as, birthdays and festivals like Chinese

New Year and Diwali. They see an abundance of positive images of diversity in their learning environment and play with resources, particularly small world figures, in other languages to support their learning.

Children learn the importance of a healthy diet and are encouraged to make good choices with regard to food throughout the day. Food is freshly prepared for children each day and takes account into their individual dietary requirements and needs. Children choose from a variety of foods, and mealtimes are a relaxed, social occasion. The childminder actively seeks further information about being healthy and has gained a lot of resources from the internet which enable her to explore healthy eating further. Children enjoy cooking activities which encourage their understanding of weighing and measuring ingredients while following a recipe and enable them to observe and discuss the changes that take place through the cooking process. Children's welfare needs are thoroughly met so that they eat very healthily, sleep warmly and safely and learn proper hygiene habits as part of their routine day, therefore, laying firm foundations for the future.

Children's understanding of keeping themselves safe is continually promoted through consistent reinforcement and activities that take place, such as, practising fire evacuation safety in the setting to ensure that everyone knows what to do in an emergency. They learn the importance of crossing the road safely and the organisation 'Brake' visited the children's centre to talk to them about this. They learn about stranger danger and understand that they are not able to leave the setting unless they are with a known adult. Children play very well together and are encouraged to share and take turns. They are kind, courteous and thoughtful towards each other and the childminder praises them for their excellent behaviour and achievements.

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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