

## Inspection report for early years provision

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<b>Unique reference number</b>	EY344173
<b>Inspection date</b>	21/02/2011
<b>Inspector</b>	Patricia Dawes
<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.

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## **Description of the childminding**

The childminder was registered in 2007. She lives with her husband and two children aged eight and eleven years in a house in Halesowen, West Midlands. The whole of the childminders house is used for childminding. There is a fully enclosed garden available for outside play. The family has two pet dogs.

This provision is registered by Ofsted on the early years and both the compulsory and voluntary parts of the Childcare Registers. 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. The setting provides support for children with learning difficulties and/or disabilities, and who speak English as an additional language.

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

The childminder is highly effective at ensuring children consistently make very good progress in all areas of their development. Well-managed routines and procedures ensure children's welfare and safety are supported to an excellent standard. Exemplary partnerships with parents involve them in their children's care and education, as they are well informed about progress and enjoyment. Excellent partnerships with other professionals promote appropriate consistency of the Early Years Foundation Stage. The childminder values the diversity of individuals and is skilled at integrating children while responding to their uniqueness. The childminder ensures her plans for future development are well targeted through the use of self-evaluation and reflective practice. Recommendations from the previous inspection have been successfully addressed which clearly demonstrates a strong capacity towards continuing 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:

- explore a range of strategies to reflect the views of children in the evaluation process.

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

Safeguarding children from harm or abuse of any kind is of paramount importance to the childminder. She is fully aware of child protection issues and attends relevant courses to keep up to date of any changes in procedures. Vetting procedures include all adults in the household undergoing Criminal Record Bureau checks to ensure they are suitable to have contact with children. She provides parents with a written policy and duty of care statement which outline her role and responsibilities. Children's health and safety is promoted to a very high degree by the childminder. The home and all equipment and resources children come into contact with are kept clean and thoroughly checked. Detailed risk assessments are carried out on all areas of the home indoors and outdoors. Outings and the use of a car or public transport are also risk assessed. Children regularly practise evacuation procedures from the home, and road safety drills when out and about. Well-written policies and procedures, covering all aspects of childcare support the well-managed routines and keeps children safe and healthy. Record keeping is carried out to a high level, both for the day-to-day routines and to record each child's learning and development.

The childminder's home is utilised to its full potential to provide children with choices about where and with what they wish to play. Children benefit from having a bright, attractively decorated playroom to play in, with a wide range of easily accessible toys and play equipment. Their art work is displayed, along with colourful posters and photographs, creating a warm and welcoming environment. Access to a safely enclosed garden enables children to play outside in the fresh air most days. Children are happy to play independently and the childminder is always close at hand to offer support. The childminder demonstrates a positive attitude to inclusion where everyone is warmly and enthusiastically welcomed into her home. Children's individual needs are addressed as she actively promotes children's understanding about the wider society and diversity. They are able to explore the local environment and play with resources that reflect positive images of diversity, such as, books, role-play and small world figures.

The childminder is enthusiastic, dedicated and totally committed to ensuring that her service provides a high level of care and education to ensure the best possible outcomes for the children. She holds an early years qualification and is experienced, competent and exceptionally well organised. She is keen to build on her knowledge and skills by attending relevant courses and workshops, and liaising regularly with other childminders. She has fully addressed the two recommendations from the last inspection successfully and this contributes significantly to the safeguarding of children. She evaluates her childcare practice in order to provide optimum experiences for all the children. A system for recording her strengths, and any areas for further development, is in place. The childminder has a very clear vision for the setting and her practice.

Partnerships with parents are highly valued and promoted very well by the childminder. Parents receive copies of all policies and procedures and are encouraged to share what they know of their children's routines, interests, references and general characters. In this way the childminder is able to plan and provide appropriate activities for each individual child's ability and stage of development. Parents are kept extremely well informed, both verbally and through home diaries, about what their child has been doing during the day. The parents notice board in the hall gives news of any special events or outings being planned. Parents' views are valued, reflected upon and included in the evaluation process. The childminder seeks out any ideas or comments from parents, however, the childminder has yet to seek and include the views of the children. Parents' comments are very positive. They say they are thrilled with the service the childminder provides and with the individual care and attention that their children receive. The childminder is aware of the requirement to work in partnership with other early years providers and works hard to build up strong links with other settings which children attend. Effective and ongoing liaison with other professionals, such as physiotherapists and the Specialist Early Years Service, ensures continuity of learning and care for all children.

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

The childminder has an extensive knowledge of the Early Years Foundation Stage and is highly effective at providing support and guidance where needed. She provides interesting and stimulating activities which ensure children are challenged to take the next steps in their development and learning. The childminder believes strongly that if activities are motivating and exciting, children's natural curiosity will urge them to ask questions, gain knowledge and progress in all areas of their development. 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. This is 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 them to record their views on post it notes.

All children are fully included in this happy, lively, creative household. Daily routines are well balanced, with indoor and outdoor play along with outings to local groups and places of interest. In this way children enjoy social contact with other adults and children, and learn about their local community. Activities are based on the childminder's knowledge and close observations of what children like to do, with appropriate comments or guidance to help them understand and improve their skills. For example, helping little ones build towers of bricks, bake a cake or paint a sun catcher are rich sources of learning for the children in a fun and relaxed way.

Children enjoy and benefit from a warm, close relationship with the childminder. They snuggle up together quietly on the settee to read books or pretend to go shopping with the dolls and pushchairs. Constant chatter is heard all day as children communicate together and with the childminder. Any 'new' words are explained and they are beginning to learn simple sign language. The childminder incorporates learning into everyday activities, so younger children begin to recognise and name letters, colours, numbers and shapes. They count the bricks as they build towers, use magazines to trace letters or design their own wrapping paper using sponges and paints.

The childminder is skilled at seizing every opportunity to help children think, predict, remember and understand how things happen. They compare objects using scales to see which one is the heaviest and watch to see how quickly 'gloop' returns to liquid in their hands. Children learn about the wider world around them and people who look different from themselves. The childminder answers their questions about different skin colours and they thoroughly enjoy making cards and presents to celebrate birthdays or festivals. Such as, large red poppies on plates for Remembrance day, lanterns for Chinese New Year and hand printed mugs for Mother's day.

Physical development is promoted very well through walks to and from school or out on the Clent Hills 'welly walking'. They have good access to a large garden where they can practise their throwing, catching and pedalling skills. They also attend other venues where they take part in yoga, 'busy feet' and 'fit kidz' sessions. They learn about moving in a variety of ways, over, through, and under, backwards and sideways over climbing equipment and also develop their balancing skills and coordination.

Healthy lifestyles are promoted through fresh air, exercise and the provision of a well-balanced diet throughout the day. They visit local farm shops to buy fresh fruit and vegetables, which they bring home, prepare and eat for their lunch. Children's understanding of keeping themselves safe are 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 the children about crossing the road safely. They learn about stranger danger and understand that they are not able to leave the setting unless with a known adult. Children of different ages benefit greatly from being together each day, learning from each other and experiencing a wide range of activities. They behave extremely well as they learn to share and take turns, and are freely praised for their achievements and helpfulness.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

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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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