

## Inspection report for early years provision

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<b>Unique reference number</b>	257245
<b>Inspection date</b>	20/01/2011
<b>Inspector</b>	Becky Johnson
<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 1991. She lives with her husband and adult daughter in Dudley, West Midlands within walking distance of local shops and parks. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of five children at any one time, three of whom may be in the early years age range. She is also registered on the voluntary and compulsory parts of the childcare Register. There are currently two children in the early years age range on roll and older children also attend before and after school and during school holidays.

The childminder walks to a local school and nursery to take and collect children and attends local toddler groups. She is a member of the National Childminding Association, the local childminding network and a local childminder support group.

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

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and secure in the childminder's care, where they are very well supported and making exceptionally good progress in their learning and development. Children are highly valued and respected as individuals and their specific needs are recognised and met appropriately. Positive relationships with parents and other professionals are fostered effectively in order to identify and meet children's individual needs and ensure continuity of care. The childminder is able to clearly identify the strengths and weaknesses of her practice and reflects on these to ensure that continuous improvement is maintained.

## **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 children's access to resources which portray positive images of diversity on a daily basis.

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

Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are very well protected. The childminder has completed Level 2 safeguarding training. As a result, she has an excellent knowledge of safeguarding procedures and her awareness of her role in protecting the children in her care ensures children's safety is paramount. Premises are safe and secure

and detailed risk assessments which cover all areas used by children and outings they participate in ensures that any potential risks to children have been minimised.

The childminder is enthusiastic, dedicated and totally committed to ensuring that she provides an extremely high level of care and education. This ensures the best possible outcomes for the children. She is highly experienced and competent and regularly attends training to update her knowledge and expertise and enhance her good practice. Daily routines are effectively managed to accommodate the individual needs of the children attending and provide children with choices about where and with what they wish to play. The environment is totally child orientated and children benefit from an extensive range of resources which are pertinent to their individual needs, interests and play preferences.

All documentation which contributes to the children's health, safety and welfare is in place. Additional information and in-depth policies and procedures relating to the setting support the childminder's very good practice. The use of the self-evaluation form enables her to clearly identify any areas for improvement and implement changes to enable her to facilitate and maintain continuous improvement. The childminder actively develops and fosters an effective partnership with parents. This ensures that children's individual needs are routinely met and maintains consistency between home and minding environments. She shares information daily both verbally and through texts and photographs. Children's learning journeys are shared with parents and their comments are invited. Comments are very positive. Parents say that children have lots of fun, that they are very impressed with the work the childminder is doing and that children are showing good progress and enjoy being with childminder. Links with other professionals who deliver the Early Years Foundation Stage have been forged to ensure continuity where children attend more than one setting and the childminder's methods of information sharing have been praised by them.

The childminder promotes equality and diversity exceptionally well to help children to become aware of the society in which they live. The uniqueness of each child is recognised due to the childminder's superbly good understanding of children's individual needs and her wholly inclusive practice where all children are valued and made to feel welcome. The childminder is successful in identifying and addressing differences in children's achievements to ensure that they make good progress in line with their starting points and capabilities.

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

An extremely wide range of stimulating activities fosters children's participation, and the childminder's good support and gentle encouragement enables them to enjoy and achieve. They especially enjoy role play and imaginative experiences. They excitedly talk about the pirate's day they had in the garden and ask the childminder to show them the photographs. Children enjoy musical instruments such as drums and maracas and also make music for themselves by using saucepans, lids and wooden spoons. They learn about mathematical concepts such

as symmetry as they make butterfly paintings, sort seeds by shape and size and measure plants as they grow. Children are developing a very good understanding of the wider world as they learn about other cultures and festivals from around the world. They enjoy tasting different foods such as prawn crackers and noodles which they eat with chopsticks. They learn about mendhi patterns, make diva lamps and listen to stories of Rama and Sita. However, their access to resources which portray positive images of culture and disability on a daily basis limited.

The childminder knows each child very well and plans activities based on children's interests. The use of pertinent observation enables her to plan and extend activities to ensure that children progress in all areas of learning and development and benefit from a good balance of child-led and adult-initiated activities. Every activity is seen as an enriching learning experience. For example, during a walk in the local park children learn about the seasons, look at the shapes and colours of leaves and learn how to safely use the physical equipment. As a result, children make excellent progress towards the early learning goals.

Children develop self-esteem as the childminder offers praise and encouragement at all times. They develop positive attitudes to learning because the childminder shows an interest in everything they do. She is always close at hand with praise for every achievement, no matter how small. They delight in the individual time and attention they receive from the childminder, for example, when she supports them to walk. The day is filled with laughter and smiles and children are obviously happy and secure in the childminder's care.

Children are cared for in a warm, welcoming, clean and safe environment and there are extremely good procedures in place to protect them from illness and infection. They access the outdoors on a daily basis and enjoy taking part in obstacle courses or riding bikes and playing football in the garden. Children enjoy healthy snacks of fresh fruit including kiwi and pear. Children behave extremely well and respond to the childminder's expectations of behaviour which encourages them to be polite, well mannered and to share toys. Behaviour management strategies are wholly effective and are supported by a sticker board and reward system. Children learn to keep themselves safe as they practise evacuation procedures, learn how to cross the road safely and talk about stranger danger. They demonstrate their feelings of security and express them as they play confidently and give out lots of spontaneous cuddles throughout their play time.

## 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

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

<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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