

## Inspection report for early years provision

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| <b>Unique reference number</b> | 255739        |
| <b>Inspection date</b>         | 24/03/2011    |
| <b>Inspector</b>               | Becky Johnson |

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|------------------------|-------------|
| <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.

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 1997. She lives with her adult daughter in Halesowen. The whole of the ground floor of the childminder's house is used for childminding with access to an upstairs bedroom for sleeping babies and the family bathroom. There is a fully-enclosed garden for outside play. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range. There are currently four children in this age range on roll who attend for a variety of sessions. Older children also attend before and after school and during school holidays. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds appropriate early years qualifications and is a member of the National Childminding Association and a local childminding 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 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 identify the strengths and weaknesses of her practice clearly 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:

- providing children with shade to enable them to access the outdoor garden throughout the year.

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

The childminder has an excellent understanding of her role and responsibility to protect the children in her care. She has completed Levels 1 and 2 safeguarding training and fully understands the procedures to follow should she have any

concerns about the children in her care. Children are cared for in an extremely safe and secure home. The childminder is able to identify and minimise any potential hazards to children. In-depth risk assessments are completed and updated continually to ensure that children are kept safe at all times, for example, during severe weather. Risk assessments with pictures teach children about risks they may encounter and procedures to put in place. For example, being careful if they find broken glass on trips to the park or making sure they take a drink in a car on a hot day. This helps them to develop knowledge of safety skills to use in the future.

Excellent use is made of available space. A wide range of resources is readily available and easily accessible to help to develop children's independence and provide choices within their play. The childminder is constantly looking for new and different ideas for activities to sustain children's interest and enjoyment. The childminder has an extremely sound knowledge in promoting equality and diversity. She gathers information to support children when they are settling in, for example, information about their family and 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 and images depicting diversity are used well with the children to promote inclusion.

Children benefit from the childminder's extensive knowledge and experience. She is enthusiastic and totally committed to providing a very high standard of care. The childminder is well qualified. She is currently working towards the Me2 Club accreditation for inclusive practice and attends a wealth of additional training to further her knowledge and expertise. She uses this additional knowledge to ensure the best possible outcomes for the children. Extensive policies and procedures support the childminder's excellent practice and 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 to ensure that standards remain extremely high. An effective formal self-evaluation process has been implemented to enable the childminder to move forward continually.

Excellent arrangements are in place to share information with parents. The childminder provides them with updates about their children's activities through the use of a two-way daily diary. Parents are also encouraged to be involved with their child's learning journeys and provide photographs and information about what activities the child enjoys at home. Additional information is shared with parents on newsletters and their views on the setting are sought through the use of questionnaires. Comments are very positive. Parents say that the childminder is understanding, dedicated and reliable and that they are very happy that she is part of their lives.

An excellent, interactive partnership with other settings that children attend maintains continuity between settings and ensures that children receive a balanced variety in their learning.

## **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 ensures that they make excellent progress towards the early learning goals. They learn to count through the use of a number line and develop mathematical concepts through activities such as measuring their feet and sorting them into sizes with corresponding sized shoe boxes. Everyday objects reinforce children's mathematical awareness. They know that a tea towel is a rectangle and a plate is a circle and their number recognition is embedded as they look at car registration plates or the numbers on buses. Children are developing a very good understanding of the wider world as they learn about other cultures and celebrate festivals from around the world. On American Independence Day they had a special visit from a cardboard life-size model of Barack Obama which they proudly posed next to having their photographs taken. To celebrate Australia day children learnt how to blow a didgeridoo and found where Australia is on a map and what the national flag looks like. They are planning a street party to celebrate the royal wedding and figures of the queen in her carriage and other members of the royal family teach children about the English monarchy. By taking part in well-known charity events, they learn about children who are less fortunate than themselves.

The childminder knows each child very well and plans activities based on children's individual interests, preferences and abilities. The use of pertinent observation enables her to plan and extend activities to ensure that children make very good 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, Alice the rabbit goes home with the children at the weekend and children record her adventures in their Learning Journeys. Children develop self-esteem as the childminder offers praise and encouragement at all times. They take pride in being the helper of the day or the star of the week and the childminder 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 making Mother's Day cards. 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 outdoors on a daily basis and enjoy taking part in parachute games on the local field or use swings and slides at the local park. Children regularly go into the garden where they dig and plant fruit and vegetables, such as, potatoes, strawberries and tomatoes. However, during the summer months this time can be limited as there is very little shade to protect children from the sun. Children enjoy healthy meals and snacks and take part in tasting sessions to encourage them to eat different types of fruit. Children behave extremely well and respond to the childminder's expectations of behaviour which encourages them to be polite, well mannered and share toys. Behaviour management strategies are wholly effective and are discussed with parents to develop consistency between home and the minding environment. 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

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| <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

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| <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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| 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

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| <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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met