

Inspection report for early years provision

Unique reference number	210467
Inspection date	18/04/2011
Inspector	Teresa Taylor
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 1992. She lives with her husband and two children in the Hockley area of Tamworth, Staffordshire. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding five children of whom two are in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. Children can be taken to and collected from local schools and pre-school groups. The family has a dog.

The childminder holds an appropriate early years qualification at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally happy, very active and feel safe and supported by the childminder. The childminder has an excellent understanding of the Early Years Foundation Stage, provides superb activities and actively encourages parents to be fully involved in all aspects of their child's care and learning. Well-written policies and procedures securely underpin the childminder's practice. There are excellent partnerships with parents and other providers. The childminder continually strives to improve outcomes for children and maintain continuous improvement in 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:

- improving further the process of regular fire evacuation to take account of any potential problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is fully committed to safeguarding children and is very well informed about procedures to keep children safe including the requirements of the Local Safeguarding Children Board. Excellent policies, procedures and documentation for the effective and safe running of the setting are well organised and effectively implemented. Parents are given copies of all of the childminder's policies and procedures ensuring they fully understand how the childminder operates. The childminder promotes all areas of equal opportunities and inclusion

exceptionally well and there are superb resources and activities to support children's independent learning. The indoor and outdoor environments are subjected to risk assessments to ensure any potential hazards to children are minimised or removed. A regular checking and cleaning schedule ensures children are kept safe and the risk of cross-infection is minimised.

The childminder has a clear vision for the future of her setting and has identified areas for development. She fully appreciates that her setting changes constantly as the children grow and develop and she ensures she frequently assesses the effectiveness of her planning and the activities offered. The childminder has a strong commitment to continuous improvement and shows a very active approach to training in order to improve outcomes for children. The childminder is proactive in obtaining the opinions of both parents and children and including these on her self-evaluation. Recent comments from parents include, 'a home from home providing an excellent service', 'very professional, loving environment' and 'helps us to aid children's progress especially in personal hygiene'. Parents have access to daily discussions and children's individual learning journey folders, ensuring they are fully informed of their child's day. They are welcome at any time to discuss children's progress or changing needs. The childminder has a clear policy in place regarding partnerships with other providers or professionals that the children may be involved with and has agreements with parents regarding the exchange of information.

The childminder actively promote the uniqueness and individuality of each child. She provides excellent activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability.

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

Children make excellent progress as they enjoy a range of enjoyable and stimulating activities. They are very settled and relaxed and are given a high level of support which encourages their participation and enjoyment of all activities. Carefully considered planning ensures children are provided with a superb range of creative learning experiences which keep them involved and eager to learn. Valuable information is obtained about children's starting points. Sensitively undertaken observations, assessments and recognition of children's next steps ensure all aspects of individual needs are met very effectively.

Children are supremely confident when exploring the environment. They play a full and active role in their own learning, make choices and decisions and extend activities with the childminder providing support as appropriate. An outstanding range of activities help children to understand the wider world as they explore the natural environment, identify and name birds and animals, plant and grow fruit and vegetables, and visit a wide range of external settings. For example, art centres, museums, garden centres and the water park. They discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, discussions and stories. They regularly sample foods from around the world. They have an excellent range of resources to support their learning,

with written and pictorial labelling, and additional books to support their individual development and knowledge. Children freely express their feelings and the relationship between the children and the childminder is excellent. The childminder is very adept at promoting communication skills and this enables children to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, children play 'I Spy' clearly pronouncing their letters with older children using phonics to encourage the younger children to identify the item. Children decide to play hopscotch. They take the large jigsaw shapes from the box and work out which numbers fitted into the cut-out shapes and then pieced the whole thing together by counting up from one to 10. Another child chooses to play croquet, correctly naming all of the numbers on the hoops and successfully navigating the ball through them in the right order. Children use a range of posters to point out their knowledge of emotions and health. They explain that they wash their hands to prevent germs and keep themselves fit and well. The childminder asks the children about colour and numbers during all activities and they have well displayed alphabet and number lines to refer to. The childminder has high expectations for all children and provides them with the skills, experiences and opportunities to succeed in all areas of learning. For example, while completing the daily calendar children draw an appropriate icon to represent the weather. They then check the temperature and rainfall on the garden weather station and record this. Children have access to a wide range of art and craft, writing and drawing activities at all times. Well thought out planning is linked to the six areas of learning and regularly evaluated ensuring children have the opportunity to experience activities appropriate to their ability but also providing some degree of challenge to promote learning and progress.

Children have a strong sense of belonging in the security of the childminder's care. They show they feel safe and are confident as they access resources independently and know what is and is not acceptable in terms of their behaviour. There is very clear affection between the children and childminder. Children show their understanding of keeping themselves safe through their excellent behaviour. They show they understand safety rules as they are careful with resources, understand instructions, know the fire drill and that tidying up prevents them falling over toys and hurting themselves. Fire detection equipment is in place, however, there is no smoke detector on the ground floor which may reduce the speed in which children respond to the alarms sounding and this is not fully considered in the log of evacuation drills.

Children show they have an excellent understanding about healthy lifestyles as they make informed choices about what they eat. They enjoy shopping for food, especially cooking ingredients which they weigh and measure. The childminder discusses healthy eating and exercise daily. Children understand how food promotes healthy growth and that exercise helps their muscles develop, helps them have a healthy heart and makes them strong. Children plant and grow their own vegetables which give them first hand knowledge of where their food comes from. Children have access to a very good range of outdoor play resources and enjoy attending pre-school groups which extends their social skills.

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	2
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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