

Inspection report for early years provision

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| Unique reference number | EY262238 |
| Inspection date | 13/09/2011 |
| Inspector | Diane Ashplant |

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| 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 registered in 2003. She lives with her husband and two children aged 13 and nine years in Great Barr, West Midlands within walking distance of the local school and park. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently looking after six children, of whom two are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children to and from school and attends various early years settings. The childminder currently supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The childminder holds as appropriate level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this welcoming, family environment where the childminder supports their care, learning and development extremely well. She offers a fully inclusive setting where children's uniqueness is valued and where their individual needs are very well met. She uses systems effectively to evaluate her practice and shows an excellent commitment to continuous improvement through training. Very positive and supportive partnerships with parents and very effective links with others further support outcomes for children.

What steps need to be taken to improve provision further?

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

- extending ways of engaging parents in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a very clear awareness of her role and responsibilities for protecting children from possible harm or neglect and how to pass on any concerns appropriately. She has a comprehensive policy which she shares effectively with parents and attends regular training to keep herself up to date. She further protects children's welfare by maintaining rigorous procedures, such as safe collection and fire evacuation, and by seeking many written consents and clear information about parental responsibility. She is fully aware of the need to ensure all adults around children are either appropriately checked or fully supervised and keeps a record of any visitors to the house. She uses both visual

and written systems to ensure the safety of her house and garden and these are regularly updated and mostly very effective. She is fully committed to providing the best service for children and has attended an extensive range of training to support her own professional development. She uses various systems to reflect on her practice including questionnaires to parents and regular network visits to assess her provision. All documentation for the safe and efficient management of the setting is in place and very well organised and maintained.

Space and resources are very well organised to support the needs of the children and to encourage their play and learning. Children benefit immensely from the warm and positive individual attention they receive from the childminder who knows their needs and characters well and always engages enthusiastically in their play which helps make learning fun for all. Her resources and displays reflect the wider world well and children who speak English as an additional language have lots of support through resources, sign language and the sharing of special 'magic' word to help them settle and feel included. The childminder is part of a pilot scheme working with a local school for children with additional needs to provide respite care. She actively wants to support the needs of all families and use her own experience and knowledge in this area. She liaises closely with parents and other professionals to ensure children's needs are met to the best of her abilities, seeking out appropriate equipment and training so that children are fully supported and able to engage and participate.

Partnership with parents is strong and information is exchanged at the start during a relaxed and informative settling-in process along with the sharing of all policies and procedures. Other useful information is displayed around the room, such as photographs and weekly planning. Children's work is regularly taken home and daily discussion, texting and the opportunity to view their children's development folders keep parents generally involved in their children's learning. Very effective partnerships are in place to further support outcomes for children, such as network meetings with other childminders and development workers. The childminder works closely with the local Children's Centre and the school and actively seeks information and contact to support children who also attend other settings or transfer to school. Children's wider social and play experience are greatly enhanced through regular attendance at different early years groups, the use of local amenities like the library and visits to different places of interest.

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

Children are happy, settled and purposefully engaged in this stimulating environment where exceptionally warm and positive relationships with the childminder serve to further enhance their development opportunities and their confidence for trying new things. Children are encouraged to wash their hands regularly before eating and after using the toilet and some have started to brush their teeth on their own request after observing the practice of the household. Children have lots of exercise as they walk to and from school or visit the park or

play in the garden, enjoying the trampoline or practising their skills on the swing or climbing frame and bars. Children enthusiastically join in the 'busy feet' song and dance and exercise to the music. Children's health is very well promoted through a balanced and nutritious menu with home cooked meals and healthy snacks. They have access to drinks at all times and water is encouraged. Children are developing a very good awareness of safety and know the importance of actions, such as picking up toys so they do not provide a tripping hazard. They confidently know the action to take in the event of a fire and enthusiastically join in the taped fire song they have helped to compose. Children follow clear guidelines when out walking and wear contact bands when they go out on trips. Children are encouraged to get on well with each other and listen carefully to the calm guidelines from the childminder who uses positive reinforcement and strategies, such as the sticker chart, very effectively to encourage children's self-esteem. Children are learning to listen and respect each other and to play well together by sharing toys and taking turns, for example, on the computer. Resources, activities and discussion about other cultures and beliefs help children to value difference and develop a genuine interest in other people's lives.

The childminder has created a stimulating and inviting environment where children are eager to engage and explore and where their enthusiasm is fostered by her real interest in them as individuals. She engages spontaneously with them and promotes their interest through the effective use of questions and suggestions, ably maximizing everyday opportunities to extend their learning. Children are becoming confident talkers and are encouraged to talk about family and school and share their own ideas. They are developing a real love of stories as they sit on the mat and share the experiences of Goldilocks and the Three Bears, using small world figures and different bears to stimulate their interest. Counting and colours are brought naturally into discussion and the repeating of words like 'big' and 'small' help children to understand size. Children spontaneously engage in songs and nursery rhymes as they go about their daily routine, naturally following the tunes and words of the music tapes. They explore shapes and textures as they play in the sand and the water, discussing why items sink or swim. They enjoy puzzles and construction toys and confidently use scissors to cut out shapes. Children are developing a wonder of nature as they go on nature walks or help grow and tend the different plants in the garden and then enjoy the produce in their meals. Children have a range of equipment, such as cameras and magnifying glasses, and confidently use the computer and mouse to enhance their play through different educational games. They study their shadows as they walk in the sun and discuss why these change. They have lots of opportunities to develop their imagination through small world play and dressing up and enjoy using the white board and different mark making tools to draw and practise early writing skills. The childminder gently encourages children to try out new experiences, such as playing in the snow and sand, so they soon begin to enjoy themselves and explore freely. She even helps them learn to deal with the presence of little insects in the garden by constant reassurance and her own calming influence.

There is an excellent balance of children's choice and adult engagement so that children are able to initiate their own play as well as engage with others. The childminder uses the outdoor environment to extend children's play experiences and also attends various early years groups and community amenities like the

library to further enhance their play and social opportunities. She plans her week to ensure all areas of learning are covered but uses children's interests and abilities as the basis of all she does. The childminder knows the children's needs well so older children are able to relax with computer games or play outside after a busy day at school. She effectively uses her observations to monitor children's progress and plan for their next steps. These are collected together in folders, along with photographs and examples of their work, to capture their development and activities enjoyed for both children and parents to treasure and reflect on in the future.

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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| 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

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| 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 | 2 |
| 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 | 2 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

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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| 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

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