

Inspection report for early years provision

Unique reference number	255007
Inspection date	17/01/2012
Inspector	Julie Preston
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.

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Description of the childminding

The childminder was registered in 1990 and lives with her husband and adult child in Bearwood, Smethwick. The whole of the ground floor of the property is used for childminding. Accessibility to the premises is on the ground floor level. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her assistant this is increased to enable them to jointly care for a maximum of 12 children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part time basis. The childminder also offers care to seven children aged over five years to eleven years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and is a member of a registered childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and secure; and are making excellent progress in their learning and development. The childminder and her assistant fully promote an inclusive, healthy and safe environment where they respond to the individual needs and interests of the children extremely well. They have a great depth of knowledge and understanding of the Early Years Foundation Stage and how children develop and learn through play, demonstrating that they fully understand the welfare requirements within their practice and documentation requirements. Very effective partnerships between parents ensure individual children's needs are extremely well-met and their protection assured, with partnerships with schools children attend well established. Successful steps are taken to self-evaluate the provision and the childminder demonstrates an excellent capacity and enthusiasm for continuous improvement to sustain her existing high standards.

What steps need to be taken to improve provision further?

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

- prioritising and implementing areas for further improvement as identified in the self-evaluation systems.

The effectiveness of leadership and management of the early years provision

The childminder ensures children are very well protected in all instances as she has an excellent understanding of safeguarding procedures. She is suitably trained to recognise possible signs of abuse and is fully aware of the procedures to follow should she have any concerns about a child. Children are cared for in a very safe and secure environment with rigorous procedures implemented to ensure their safety. These include rigorous risk assessments, daily safety checks and regular fire evacuation drills. A wide range of clear policies, procedures and records are in place to ensure the safe and efficient running and overall management of the provision. Children's well-being is significantly enhanced due to the exceptional organisation of the setting. Excellent use is made of space both inside and outside the home to provide a substantial range of activities and experiences for children attending. She has an excellent range of good quality resources and ensures the environment is extremely stimulating, warm and welcoming.

The childminder is well aware of children's likes, dislikes and interests through the sensitive settling in procedure completed with parents and children. This helps the childminder to provide an individualised diverse service with realistic expectations of children. She has a detailed understanding of the Early Years Foundation Stage and individual children's capabilities and plans a wide range of activities reflecting this and promoting individual children's learning and development. The detailed systems for observation, planning and assessment clearly show next steps in learning. As a result, children are making notable progress, and this helps them to develop the necessary skills for their future personal growth and development. She provides detailed daily planned activities around a specific theme incorporating visits to local soft play areas, the toddler groups and the farm to extend understanding and promote socialisation. For example children are currently learning about Chinese New Year and have made a Chinese dragon and have turned their home corner into a Chinese restaurant. Children have daily opportunities to use the outdoor play area that is extensively resourced to provide excellent opportunities for learning. This significantly supports children to achieve planned goals.

Partnerships with parents are well established and effective links with local schools are in place. The childminder has developed a strong relationship with parents and there is a good two-way flow of information, knowledge and expertise. Parents receive clear and detailed information, about the childminding practice, through termly newsletters, notice boards, daily discussions and daily diaries. They are well informed about their child's achievements and progress through regular discussions and sharing individual learning journeys. Parental input and their views are also sought through questionnaires, ongoing verbal discussions and information received within children's diaries. Parents using the provision commented within questionnaires; 'extremely satisfied', 'outstanding equipment' and 'very positive strategies in place for discipline.' The childminder has established a positive vision for her service and regularly reflects on her practice, being totally committed to continual professional development. Her understanding of self evaluation allows her to monitor her strengths and weaknesses to focus on

the most significant areas for improvement in order to provide consistently high levels of outcomes for children.

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

Children thrive as they are cared for by an exceptionally organised, committed childminder who is dedicated to providing care of the highest quality in a safe and secure environment. A wealth of children's artwork, posters, photographs and pictures are displayed on the walls making the playroom bright, stimulating and extra welcoming to all. Children have marvellous opportunities to explore, investigate, express curiosity and communicate with others. Children's personal independence is developing rapidly as the childminder and her assistant encourage children to take care of their own personal needs such as making choices within activities, managing their clothing and washing their own hands. The extensive range of resources are freely available and stored at low level including books which are chosen to read as part of daily activities.

The childminder joins in with children's play and enjoys being involved encouraging them to play together, share and take turns. As a result children are enthusiastic and eager to express their skills within story sessions and when using the outdoor equipment. Access to a wide selection of books and regular story sessions enhance children's communication skills. Unique opportunities are provided for children to develop their knowledge of living and growing things. For example, children enjoy planting seeds; caring for them and watching them grow. Children flourish with regular trips to various places of interest with the childminder. Undertaking visits to such places as the museum, the canal, the station, local parks and play areas that provide opportunities for socialisation and learning. Children are supported to learn how to keep themselves fit. They enjoy an excellent range of both indoor and outdoor physical activities that contributes to a healthy lifestyle. Children enjoy a healthy balanced diet that includes freshly prepared meals with a range of fresh fruit and vegetables. Children learn the importance of personal hygiene through relevant talks, posters, signs and daily routines, for example washing hands after using the toilet and before eating.

Children make strong progress and celebrate their achievements, as the childminder provides them with lots of praise and encouragement. She uses daily routines to extend the children's learning experiences, such as asking them to help tidy toys away and put their own coats on. Children are encouraged to make decisions and select their own toys and resources. They use them imaginatively as part of their play. For example, children enjoy making music using the instruments from around the world. Children understand the importance of keeping safe and respect the house rules.

Children are creative and readily paint and create their own art work. They plan and excitedly take part in their role play and photographs record children's activities over time. Children have frequent opportunities to extend their understanding of the society in which they live through visits, discussion, stories and increasing their awareness of culture and minority groups. For example,

children learn about other cultures and the festivals they celebrate.

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	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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