

Inspection report for early years provision

Unique reference number	EY366620
Inspection date	20/07/2012
Inspector	Patricia Webb
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 2008. She lives with her husband and two adult children in Oldbury, Sandwell. The whole of the ground floor, front bedroom and bathroom on the first floor of the property are used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for six children under eight years, three of whom may be in the early years age range at any one time. There are currently three children on roll in the early years age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The childminder holds a Level 3 qualification in early years childcare and education. She is a member of the local authority accredited childminding network and is also a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has maintained her high standards, ensuring that every children makes outstanding progress in the Early Years Foundation Stage. The uniqueness of each child is reflected in the childminder's planning and delivery of exciting and stimulating learning experiences. She takes great pride in the impact her practice has on enabling each child to feel special and important as they blossom in her care. There is a very strong drive to continuous improvement, in order to continually enhance children's self-esteem as they develop skills for the future.

What steps need to be taken to improve provision further?

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

- utilising skills in non-verbal communication more regularly to further enhance inclusive practice.

The effectiveness of leadership and management of the early years provision

The childminder takes her role very seriously, ensuring that her knowledge and skills are up to date and thoroughly applied. Parents are reassured of her commitment to act in a child's best interests regarding any child protection concerns she might have. She attends in-depth training in safeguarding and has

ensured that all adults in the household have undergone the relevant vetting checks. Risk assessments are stringent and cover everything that children may come into contact with, both on and off the premises. This ensures that risks to children are significantly minimised. Children enjoy accessing a vast range of resources that are safe, clearly labelled and stored effectively to encourage their independence of choice and activity. They are also used to great effect to raise children's awareness of diversity as, for example, small world play figures depicting disability and differing cultures are utilised freely in the dolls' house play.

The childminder demonstrates an excellent level of commitment to enabling each child to reach their full potential. She takes great care in getting to know each child's needs and consequently, every child is fully supported, extended and challenged. The partnerships with parents and other settings are very well established resulting in smooth and consistent transition as children move onto full-time school. Parents contribute to children's learning and development records and children take them home regularly, eager to share their enjoyment and experiences with their family. Parents express deep satisfaction with the childminder and her approach, citing how the whole family is supported as well as their child. Some parents are so happy with the progress their children are making they are considering accessing their child's funded nursery education with the childminder, who is an accredited provider. The childminder is skilled in the use of a screening tool that assesses children's speech and language development. This enables the childminder to identify possible concerns at an early stage, in order for parents to access suitable and targeted support. She has skills in the use of sign language, such as 'Makaton', but does not fully utilise this strategy inclusively as a general part of her day to day practice.

There is a strong drive from the childminder towards continuous improvement of her practice. Since her last inspection, she has studied and gained a Level 3 early years qualification. She uses the knowledge gained to develop a reflective approach to the evaluation of her provision. The views of parents and children are sought and used to inform the evaluation, meaning that all involved have a vested interest in working together for the benefit of the children.

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

Children are extremely settled and very much at home with the childminder. They seek her out for support and engage her in their activities, confident in the responses she shows. The childminder's in-depth knowledge of the Early Years Foundation Stage is evident in the planning and delivery of exciting experiences and opportunities. For example, they clamber over to her with a favourite story book and show great care and consideration for one another as they settle on the floor together. The childminder uses her skills in questioning and extending children's thinking as they consider the different animals in the zoo and join in making the corresponding sounds for each of them. They delight in using the dark pop-up tent and use torches and flashing toys, asking the childminder to join them and see the lights and flashes. Children learn effectively because the childminder

identifies their individual interests and capitalises on them. Children identify colours in a meaningful way as the childminder links them to their favourite train characters. They go on to create their own shades using the coloured plastic pieces to look through, encouraged by the childminder. Problem solving activities are evident in their everyday activities. Children consider how many chairs are needed for sitting at the table and work methodically to extricate the small world wheelchair-bound character from the dolls' house stairs.

Children's feelings and moods are highly valued and respected as they refer to the displays of appropriate pictures. This acknowledgment of children's emotional development was prompted by comments from a child who shared their feelings about attending school nursery. The childminder utilised the format to encourage children to talk about their moods and show care and consideration for each other. They learn about the diversity of their world by visiting a range of venues and groups representative of the local community. The Olympic Games prompt discussions about the various countries taking part and children create their own Olympic rings collage with care. Giggles and laughter ensue as tissue pieces stick to their fingers and they resist all attempts to shake them free. Children also learn in a meaningful way about the differing needs of others. For example, they feel for the rotating knob under the control box at Pelican Crossings, knowing that some people with disabilities use these to indicate the correct and safest time to cross the road.

Children's health and well-being are strongly promoted as they follow very familiar and well-practised routines that are second nature to them. The childminder works exceptionally well with parents to ensure that children's health and medical needs are addressed, including specific dietary requirements. Consequently, children are encouraged to follow healthy lifestyles, learn to take responsibility for their own health needs and make the most of outdoor play to develop their muscles.

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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