

Inspection report for early years provision

Unique reference number	EY441927
Inspection date	23/08/2012
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.

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Description of the childminding

The childminder was registered in 2012. She lives with her two children aged 12 and 15 years, in Tipton, West Midlands. Another adult also lives in the household. The childminder works at times with an assistant. The whole of the ground floor of the property is used for childminding including access to toilet facilities. There is a fully enclosed garden for outdoor play available. The family has two cats, a small dog and some fish as pets.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age range. When working with an assistant they may care for a maximum of six in the early years age group. There are currently three children on roll in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the local authority childminding network and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a very effective start to her practice in the delivery of the Early Years Foundation Stage. This supports each child in making good progress in all aspects of their early learning and development. The partnership with parents and carers is a strength of the provision as they are fully involved in their children's progress and attainment. Inclusive practice is inherent in the childminder's planning and delivery of activities with most aspects of diversity fully addressed. The childminder is enthusiastic and demonstrates a clear commitment to ongoing improvement through her reflective approach in assessing the impact of the practice on children's outcomes.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the selection of resources and activities offered to enable children to further develop a positive approach to disability and the differing needs of others in society.

The effectiveness of leadership and management of the early years provision

Every child is safeguarded by the childminder, who has a very clear knowledge and understanding of her role and responsibilities in protecting children. Parents are

informed of this through the detailed policies and procedures that they read and sign. The childminder is very aware of her responsibility to ensure that all adults in the household have undergone the required vetting procedures. She also ensures that her assistants are kept fully informed of the policies and procedures that govern the practice. Rigorous risk assessments are in place to identify and monitor any potential hazards to children both on and off the premises. Resources and equipment are checked daily to ensure that children are safe and secure in the childminder's care, particularly as they develop their independence.

Each child is valued and respected as a unique individual. The childminder relishes her role and takes time to work with parents and get to know each child's character well. She works closely with parents to encourage overall development in areas such as speech and language, sleeping routines and promoting children's self-esteem. She has amassed a range of information for parents on such subjects to support them in identifying the various developmental milestones. Parents express their views of the practice in questionnaires including comments such as 'my child 'sleeps well after being with you', 'loves it here' and 'was a fussy eater but appears okay now'. While none of the current minded children attend other provisions, the childminder is very aware of the merit of working in partnership with other providers and agencies in order to maintain a consistent approach for each child.

Children engage in various activities and attend groups in the community to raise their awareness of diversity. The childminder has a range of resources depicting positive images of most aspects of this although the images of disability are limited. This slightly hinders how children become fully aware of differences in ability.

The childminder is wholly committed to ongoing improvement. She is very organised and uses her past experience in education to frame her planning and assessment of children's learning and development. She reflects on her practice, regularly seeking the views and opinions of the parents and children through questionnaires and discussions with the children. She has formed a set of aims to develop her knowledge and understanding of early years work, including working towards Early Years Professional status (EYPS). She also supports her assistants in their further training.

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

Children are very settled and at ease with the childminder. They seek her out for reassurance, confident in her response. For example, a child accidentally tears a page in a lift-the-flap book and looks to the childminder who comforts the child and explains about repairing it later. Each child has a record of progress that links their activities to the key areas of learning. For instance a child developing the concept of more food at meal times is assessed as becoming aware of calculating and reasoning. Children playing with malleable materials such as playdough are developing dexterity in preparation for early mark-making and writing skills.

Much delight is had when the childminder provides a bubble-blowing machine. The children show awe and wonder as they hesitate at first and then join in enthusiastically to 'pop' the bubbles. The childminder uses every opportunity as a learning experience, such as a helicopter flying overhead. Together the childminder and the child consider the noise, the action of the rotors and how high up the object may be. Sand play develops a child's awareness of volume, capacity and texture. Activities such as cookery are used by the childminder to promote learning about weight, consistency and the action of heat on the ingredients.

Children learn about following a healthy lifestyle as they grow vegetables in the garden, taking care to water and tend their plants. Parents delight in sharing this activity as children take home their sunflowers, having measured their growth from the first planting of the seeds. Children are supported in recognising that the ripe tomatoes are red and working out how to carry two tomatoes in one hand. The childminder assesses children's levels of attainment and plans for their next steps methodically. When a child is learning about the names for the parts of the body, the childminder and her family devise a poster and labels that children can refer to. The labels are worded as full sentences and questions, encouraging the adults to promote children's language development.

Children's health is promoted effectively as they sing a song about hand washing to the tune of 'Twinkle Twinkle Little Star'. The childminder and her assistants have first aid qualifications to enable them to attend appropriately to any minor accidents or injuries, sharing records of such incidents with parents. Children have daily opportunities to engage in active play that is planned specifically. For example, a child who has mastered first steps is being supported in managing steps and starting to kick a small ball in order to develop balance. Children enjoy home-cooked meals that are prepared in advance by the childminder. She informs parents of the menus, enabling them to express any changes or preferences in line with any specific dietary or medical needs. Children's behaviour is effectively managed in ways that are pertinent to their ages and stages of development and understanding. Children benefit from the enthusiastic approach and high level of commitment shown by the childminder, who relishes the role she plays in the children's early learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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