

<b>Inspection date</b>	10/01/2013
Previous inspection date	01/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are independent and self-assured. They access a stimulating environment which helps them to make rapid progress in all areas of their learning and development. Staff use exceptional teaching methods to inspire, challenge and keep children interested.
- Staff cuddle and hold young children to ensure they feel secure in their environment. Children build strong friendships and secure attachments with their peers and the staff.
- Leaders and managers have an exceptionally well-informed understanding of their roles and responsibilities. They organise the setting admirably to ensure all children's needs are met and that their interests are fully acknowledged and developed.
- The drive for improvement across all areas of the provision is highly effective. Self-evaluation methods are successful in identifying targets for further improvement to maintain high levels of achievement. Parents are meaningfully included in all aspects of the provision.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors looked at a range of documentation including registers, children's information, complaints log, accident records, daily diaries, suitability of adults, assessment documentation, extensive self-evaluation documentation and the broad range of policies and procedures that supports the provision.
- The inspectors took account of the views of children and parents spoken to during the inspection.
- The inspectors held meetings with the registered person, the manager and the staff.
- The inspectors observed children's activities in all play areas.

### Inspector

Mary Henderson and Dianne Andrews

## Full Report

### Information about the setting

The childminder was registered in 2001 and re-registered as Care4urkidz in March 2009 to provide childcare on domestic premises. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision operates from three rooms on the ground floor of the provider's home, which is situated in Dudley. There

is a fully enclosed area available for outdoor play. The provider has two dogs, who children can have contact with if parents request. The family have their own separate outdoor and living areas.

The provision employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds level 2. The provision is open seven days a week, all year round. Sessions are from 6am to 11pm. Children attend for a variety of sessions. The provision also provides overnight care.

There are currently 13 children on roll who are within the early years age range. The provision provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- continue to develop the already good partnership working with other provisions children attend, in order to fully support continuity in their experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The setting provides an interesting, imaginative and stimulating range of experiences for children. These are based very firmly on children's interests and effectively support development and progress across the seven areas of learning. Practitioners have an excellent understanding of how children learn. They are enthusiastic and highly motivated, and as a result children are very eager to join in activities. Children particularly enjoy interactive story time. Older children respond eagerly to familiar phrases consolidating their language skills; they join in, using props to represent characters in the tale, and are challenged through effective questioning from practitioners.

Practitioners use all opportunities throughout the day to encourage children's learning, for instance, to count or recognise shapes and colours. Quieter children are drawn into activities as practitioners focus on topics which they know they are interested in. Practitioners' excellent knowledge of the revised Early Years Foundation Stage is used very well as they undertake detailed observations of the children from when they start in the setting. They accurately track achievements and monitor how quickly children are making progress. This ensures that they are able to support children's learning and development

very effectively.

Practitioners have a comprehensive knowledge of each child and their family, and are skilled at encouraging parents to be involved in their children's learning. Parents read a daily diary sheet, which details the activities enjoyed by their children during the day in each of the prime areas of learning. They take ideas from these to extend their children's learning at home. Recordings of children at play are prepared for parents, with their consent, to enable them to share in their children's experiences.

Children's physical skills are developed very well through a wide variety of activities that practitioners provide. They build using a wide range of materials and delight in the creation of their own structures. Babies are offered opportunities to stretch freely on their tummies and are supported well in their drive to stand and walk. Children enjoy developing knowledge about the world around them. They make observations of insects and proudly recall the correct terms, such as chrysalis for stages that they know occur within the life cycle of a butterfly. Practitioners provide interesting stories and resources which help children make sense of the facts they are learning.

Children are particularly confident and self-assured in the setting and develop the dispositions they need to be ready for the next stage in their learning. They understand the routines and develop their independence in the vibrant and enabling environment. They make choices from the accessible resources and develop their own ideas within their play, showing clear characteristics of effective learning. For instance, children use their imaginations while creating characters and recreating familiar experiences and scenarios from home while preparing food in the home area. They interact with the puppets and entice their playmates into their play, planning and creating together, using the language of thinking and learning. Babies are supported well by familiar adults and make sounds in response to their chatter, developing effective skills in communication. They develop a positive sense of their own identity as they respond to their reflection in mirrors and show curiosity about the objects around them as they play and explore.

### **The contribution of the early years provision to the well-being of children**

The children feel very secure in their environment because the staff are exceptionally effective in helping them to feel confident and happy during their time in the setting. The most important resource of time is highly recognised by the management and staff. For example, the staff provide plenty of time during the session for children to be with their siblings and to build friendships with their peers. This ensures children develop strong attachments with other children and the adults that care for them.

Children's self-help skills are fully promoted because the staff recognise the importance of supporting their independent choices. Children pour their own drinks and learn about hygiene through toileting and washing their hands. They talk about the importance of a healthy lifestyle as they enjoy a variety of nutritious, home-cooked meals, which they eat together in a 'family' group. Children's self-esteem and sense of belonging to the setting is consistently high because the staff praise them for cooperating in activities, particularly as they work together to tidy away their toys. Conflict is resolved expertly by staff, in line

with children's developmental stages; staff encourage the children to consider the effects of their actions on their peers.

Staff organise the environment exceptionally well, providing an extensive array of activities for the children to support their physical development and promote their good health. This includes plenty of time to be outdoors in the fresh air, being active and using a range of large and small equipment to develop their skills. Children enjoy putting on suitable clothes for the weather and riding tricycles, climbing and balancing, and listening as they bang the large gong in the garden. The staffing arrangements are very effective and well considered and ensure the close supervision of all children so that their needs are met and they are kept safe at all times. Children learn to keep themselves safe as they are reminded by staff of the reasons why they shouldn't climb on chairs. As they play they recognise that they need oven gloves to remove a hot dish from the role play oven; their awareness of safety is enhanced through the staff's use of stories and discussion.

### **The effectiveness of the leadership and management of the early years provision**

Management and staff have an excellent understanding of their responsibilities to meet the requirements of the revised Early Years Foundation Stage. Regular management and staff meetings are held to discuss and review all aspects of practice so that there is a shared vision for the provision. All staff have a robust awareness about the child protection procedures to follow in line with current policies. Rigorous recruitment and induction procedures ensure that all adults working with children are suitable to do so. All staff receive yearly appraisals, and supervision monitoring is excellent, for instance, the CCTV system is used proactively for observations of staff practice; this helps management to identify where support is needed to improve performance. This is highly beneficial to ensure practice meets the needs of all children on roll. Leaders, managers and staff use their in-depth understanding of the learning and development requirements of the revised framework effectively to ensure they are able to accurately assess the educational programme and plan effectively so that there are no gaps in children's learning.

Parents contribute to the initial assessment of children's development and have access to all learning journey documents, which ensures that they are fully informed about their children's achievements and progression over time. They share information about experiences that children enjoy at home, particularly those which help all children to understand about cultural festivals and celebrations and those which support children's use of English as an additional language. Parents benefit from access to an excellent array of information about their children's experiences within the setting. There are regular newsletters and a very informative notice board in the foyer to keep parents up to date with all that is happening within the provision. In addition, the detailed policies and procedures of the setting are available to them at all times.

Staff work effectively with parents to provide a service they are very happy to use. Parents comment on the excellent range of opportunities their children enjoy, which support and enhance their learning in the setting. They value the very flexible childcare provided and the friendly relationships their children develop with other children and the adults caring

for them. Partnership working with other agencies ensures children's needs are identified early and are met well. Children are prepared very well for their transition to school, as teaching staff make visits to the provision to aid the process. Parents provide some information about the other settings children attend, however, there is scope to improve the partnership working with these settings to fully promote continuity in children's experiences.

Thorough self-evaluation systems are in place. They take account of the views of all those involved in the setting and have considerable impact on the provision as a whole. The drive for improvement is excellent. For example, new resources are continually added to the indoor and outdoor environments to challenge and extend children's learning. The improvement plan in place is highly effective in sustaining excellent quality and supporting children's achievements over time.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY389725
<b>Local authority</b>	Dudley
<b>Inspection number</b>	894587
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	23
<b>Number of children on roll</b>	24
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2010
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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