

## Inspection report for early years provision

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<b>Unique reference number</b>	310670
<b>Inspection date</b>	17/11/2008
<b>Inspector</b>	Chris Scully
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder registered in 1987. She lives with her husband and adult child. They live in a house which is set in a cul de sac, and is in close proximity to local schools, parks, shops and bus routes. The whole of the ground floor of the property is used for childminding and the main bedroom on the upper floor for younger children who may require a rest. There is a fully enclosed rear garden for outside play. The childminder is registered to care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

She is currently caring for five children in the early years age group and two children in the older years during holiday periods. She is able to take and collect children from local schools. The childminder regularly attends local play groups, parks and other places of interest with the children.

The childminder holds a National Vocational Qualification at level three. She is a member of the National Childminding Association and has contact with a development worker from the Local Authority.

## **Overall effectiveness of the early years provision**

The childminder's provision is outstanding. An extremely stimulating, welcoming and inclusive service is provided where children thrive, make excellent progress and become totally absorbed in play and learning experiences. The childminder is highly committed to each individual, successfully including each child and providing a wealth of stimulating and interesting activities, which effectively support their individual needs. The childminder is very successful at involving parents and others in order to promote consistency of care and learning, because her professionalism gives her great credibility. Her organisation and commitment to improve are exemplary. Improvement is clearly demonstrated through the professional childcare training undertaken, self-evaluation systems used and commitment to consulting with parents.

## **What steps need to be taken to improve provision further?**

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

- ensure risk assessments include all outings and anything with which a child may come into contact with.

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

The childminder's organisation and management are exemplary. She demonstrates a great enthusiasm for improvement and has a thorough working knowledge of the Early Years Foundation Stage. Self-evaluation systems are effective and prompted

the need to revise certain policies, such as ensuring ensure all risk assessments are formalised. This is a work in progress with the childminder identifying further areas for development as they do not include all outings and anything with which a child may come into contact with. Policies, procedures and records are exceptionally well organised and contribute to the organisation of the setting. The childminder has an excellent understanding of how to keep children safe both in her home and when away from it, for example, modifying her home to meet the needs of younger children and carrying cards with their details to ensure parents can be contacted swiftly in an emergency. Her safeguarding and complaints procedures are effectively implemented and robust. Issues from the previous inspection have been fully addressed and have significantly improved upon children's health and safety. The childminder has used her extensive training opportunities exceptionally well to enhance the organisation of the setting and learning opportunities for the children. For example, using ideas gained from the 'little scientists' to extend children's investigative and exploration skills.

The childminder is committed to helping all children to make outstanding progress in their learning and promoting their welfare. She is sensitive to their individual needs and ensures all children are included in all of the activities provided. This is enhanced by the excellent relationship the childminder builds with parents. She provides extensive information on the children's achievements and consults with parents on a regular basis about the provision and acts upon any of their suggestions to make further improvements. Parents are extremely complimentary about the childminder and comment upon the amount of progress their children have made whilst in her care. The childminder is very sensitive to their wishes and ensures these are met exceptionally well in practice. She is committed to liaising with local schools in order to support children's learning at home. Her home is exceptionally well organised; is immaculately clean, accessible and provides a wealth of learning opportunities to children. Toys and resources are effectively stored to promote children's growing independence as they confidently make choices as they select their toys from low-level storage systems. Children's art work is displayed prominently and with pride, thus children have a strong sense of belonging.

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

The learning environment provided by the childminder and her personal skills are inspirational. An extensive range of interesting and accessible resources actively contribute to the children's learning. The consistent implementation of daily routines and regular outings means children feel secure and confident in her care. As a result children are able to make significant gains in their learning and development. Their levels of achievement are outstanding in relation to their starting points and capabilities, which is due to her extensive knowledge of how children learn. She provides a wealth of interesting, stimulating activities, which are highly effective in helping children to make links in their learning. Children are extremely happy, which is of a direct result of her focus upon their personal, social and emotional development. She teaches children to share, participate, adopt safe, hygienic routines and to behave with consideration for others. They excitedly tell stories of their parties and confidently count how old they are on their fingers.

Excellent support is provided for younger children as they attempt this, which means they are confident, active learners. Children develop an understanding of the clear rules and boundaries and happily sing 'teamwork, teamwork' as they put their resources away. The childminder is highly skilled at introducing learning opportunities into everyday activities, for example, counting apples when out shopping, talking about changes in the weather or seasons as children 'scrunch' through autumn leaves.

The childminder constantly introduces new and innovative learning opportunities to children, such as the tent. Children relish the opportunity to explore this and are eager to use the various torches, fibre optic lamp and other light sources. The childminder is highly skilled at introducing new language to children and provides a wealth of age appropriate answers to their questions about how the torches work. In turn children are extremely keen to pass on their knowledge about how they must turn the torches off as they do not want 'to waste the batteries.' This sharing of information enables children to make very good links in their learning, build upon current knowledge and develop skills for lifelong learning. The childminder makes excellent use of conversations to enhance children's language and literacy skills and takes a keen interest in what children have to say and their interests. When making dinosaurs with dough she sensitively questions children about the names of dinosaurs, introduces words, such as fossil and planetarium, gives clear explanations as to their meaning and makes effective links to visiting the museum to consolidate their learning. She is skilled at using the local environment to enhance children's learning, by going on a bear hunt in the cornfields and providing opportunities to socialise with friends. The childminder's commitment to inclusion is exemplary. She ensures all children are able to fully participate in all of the activities available. She provides a wealth of experiences in which they explore the wider world, their cultural heritage and needs of others. As a result children develop very positive attitudes to others and are responsive to their needs. Children are enthusiastic about learning German words so that they can talk to the 'babies' who are to visit soon. In addition, children are taught about their own community, how to care for the environment, and living and growing things through hands on experiences. For example, handling snakes and lizards at local groups and growing tomatoes.

Children are imaginative thinkers who relish their opportunity to create their own role play scenarios, such as dancing around in their 'Clippie clop flip flop shoes' and pretending to be various animals stalking around the room. The childminder makes excellent use of the story sacks she created to extend children's imagination, love of stories and understanding of mathematical concepts. For example, using the five little monkeys puppets when singing rhymes about addition. This use of visual aids significantly enhances children's understanding. The childminder promotes children's welfare to a high standard. She is meticulous about their health, safety and well-being. Children are taught to be safe through the daily routines and are highly confident and independently see to their own personal need. Children are involved in the organisation of mealtimes and know about the importance of exercise for maintaining healthy bodies. They are extremely enthusiastic about their weekly swimming lessons and how they are progressing. Children are very aware of the need for safe, responsible behaviour indoors and away from the

childminder's home. This is of paramount importance and is effectively taught through daily routines, real experiences and role play.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.