

## Inspection report for early years provision

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<b>Unique reference number</b>	400937
<b>Inspection date</b>	02/12/2008
<b>Inspector</b>	Lindsey Pollock
<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 has been registered since 1997. She lives with her husband, her adult daughter who is her assistant, and her son in the village of Redmire in Wensleydale. Their home is a short drive away from schools and nurseries and there are also facilities located within the village. All ground floor rooms are used for childminding purposes. There is a fully enclosed garden for outdoor play to the front of the property.

The childminder is a member of National Childminding Association. She has a diploma in pre-school practice and provides support to other childminders as a 'link childminder'. There are currently eleven children under eight years on roll. Care is also provided for children over the age of eight. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The family has two dogs, two ponies, two turtles, a rabbit, three guinea pigs, two goldfish and tropical fish.

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

The childminder is highly effective in meeting the needs of children in the Early Years Foundation Stage. She ensures that all children are well integrated and achieving as much as they can. Although highly professional, she provides a warm, caring environment where children and parents are valued. Self-evaluation involves her assistant, parents and children and analyses what the setting does well and what it needs to improve. However, she is not yet fully using all documentation available to her regarding self evaluation to help her maintain the high standards of her childcare. Because of her positive attitude to training and development, the capacity of the provision to maintain continuous improvement is outstanding.

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

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

- continue to develop self-evaluation processes to help maintain the high standards of childcare.

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

The childminder has high aspirations for quality and for all children in her care, and is committed to developing her childcare knowledge. She has enthusiastically completed all the required relevant childcare training and has further enrolled on other courses to underpin her current knowledge and skills. Some effective systems are in place for self-evaluation. All recommendations made at the last inspection have been fully met, for example, planning for the youngest children

has been developed so this has a positive impact on their learning. She is an experienced childminder who has cared for a wide age range of children since registration and has developed warm, and caring relationships with all children on roll.

The welfare of children is significantly enhanced by policies, procedures and practice that are individual to the setting, robust and implemented with a high level of consistency. These are inclusive for all children who attend. She works very effectively in partnership with parents and others to meet every child's needs. These relationships are fostered well through the provision of informative files for parents as well as a well presented noticeboard showing general information about the registration, daily menus and learning outcomes for children. Parents speak very highly of the childminder and of the care provided for their children.

The childminder demonstrates a very high level of commitment to promoting children's safety. She undertakes frequent training on child protection and updates her policies and procedures to reflect those of the Local Safeguarding Children Board. Detailed risk assessments are undertaken to manage or eliminate risks on the premises and on outings to ensure children are as safe as possible.

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

The organisation of the educational programmes and the learning environment are exceptional. All children make significant gains in their learning and have high levels of achievement across all areas of their learning. The childminder has fully embraced the Early Years Foundation Stage and implements it with much success. Daily diaries on children's care needs are very clear and adapted to the parents' requests. Written observations and assessments on children's learning are focussed and are an extremely useful tool to assess children's progress and planning their next steps in their learning. From these, the childminder is able to act spontaneously when participating in the children's play, whilst ensuring the goals she is helping children to achieve are successfully reached. She watches their play carefully and talks to parents about what they do at home so she can plan the next steps in their learning. The children themselves are fully involved in the activity planning process by looking at photographs of different activities, using a visual timeline of pictures which they put onto a board, and by choosing from the readily accessible high quality resources.

The childminder provides a rich and varied environment to support children's learning and development. Children's love of nature, animals and the outdoors is fostered very well. The childminder makes excellent use of the area in which she lives and of her own outdoor play area to give children first hand contact with weather, seasons and the natural world. They are becoming increasingly aware of how to care for the environment through recycling. They help to plant, tend and harvest their own vegetables which they then eat. Nutritious meals are prepared using locally sourced produce where possible. As a result, children's healthy growth and development is promoted and they are learning about the importance of healthy eating. The indoor environment is safe and secure and is warm and welcoming to children and parents. Children's work is proudly displayed and they

love watching themselves on the digital photograph frame. This helps to raise children's self-esteem and ensure they feel valued. High standards of cleanliness and hygiene are maintained throughout all areas. Visual prompts, such as photographs of the correct way to wash hands, and activities and discussions about oral hygiene help children to learn about the importance of good hygiene routines.

Children's creativity is developing extremely well. For example, they love exploring sound, music and movement. They use instruments, such as tambourines and maracas, to accompany their enthusiastic singing, and skilfully match movements to music as they become 'Dingle Dangle Scarecrows'. They are provided with many exciting practical opportunities to develop their understanding of number, such as weighing the ingredients when baking and through stories, songs and games. The programme for knowledge and understanding of the world is particularly outstanding. There are many activities provided to help them make sense of the world, such as exploring the community, so they appreciate and know about, not only their own culture, but that of others, and by accessing a range of information and communication technology, including cameras and programmable toys.

## 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.	1

### 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?	1

### 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?	1
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?	1

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.