

Inspection report for early years provision

Unique reference number	EY102298
Inspection date	15/10/2008
Inspector	Julie Morrison
Type of setting	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 was registered in 2002. She lives with her husband in a detached property in Toft Hill. The whole of the ground floor of the childminder's home is used for childminding. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years and currently has five children on roll. She also cares for children aged over eight years. The childminder cares for children on weekdays from 08.00 to 17.30 for 48 weeks of the year. The childminder holds a current paediatric first aid certificate and a level 3 qualification in childcare. She takes children to and collects them from the local school.

Overall effectiveness of the early years provision

Children are extremely happy and settled in the friendly and welcoming environment. A rich and varied range of activities and experiences stimulates children and promotes development in all areas of learning. Extremely comprehensive policies and procedures ensure that children are kept safe at the setting and their welfare requirements are met well. The childminder demonstrates a genuine commitment to inclusion, fostering a positive attitude to diversity and ensuring that she is able to meet the individual needs of all children. She is highly committed to developing her practice to ensure that continual improvements are made.

What steps need to be taken to improve provision further?

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

- further develop relationships with local providers of the Early Years Foundation Stage to promote continuity of learning and care for children.

The leadership and management of the early years provision

The childminder implements a highly comprehensive range of policies and procedures which significantly enhances all aspects of children's welfare. This is combined with effective systems for recording children's details, medication and accidents, which are up-to-date and stored to promote confidentiality. Detailed written risk assessments are in place for all areas of the home and for outings to further promote children's safety. The childminder demonstrates an excellent commitment to further training which contributes to the very high standard of care provided, for example, inclusion, child protection and the achievement of a National Vocational Qualification level 3 in childcare. The completion of the self evaluation form combined with questionnaires for parents and discussion with other professionals ensures that the childminder is able to constantly review her

practice and identify areas for improvement. For example, she is currently introducing baskets to promote heuristic play and has booked training courses to further promote her understanding of all areas of the Early Years Foundation Stage.

The childminder works well in partnership with parents. They receive comprehensive information packs about the setting and are encouraged to share as much as possible about their child's development, interests and care to ensure that individual needs are met. The childminder further uses this information to help children to settle at her home, for example, providing them with their favourite toys and activities when they first arrive. She ensures that parents are kept fully informed about their child's care and development, for example, sending parents a text message if a child does something for the very first time and operating an open door policy for parents to discuss any issues. The childminder encourages parents to be involved in their children's learning, for example, bringing in activities from home and organising a 'pets day' where children were able to bring their pets from home to the setting. The childminder has very good links in place with the local school, however, she has not yet fully developed relationships with the local nursery to ensure progression and promote continuity of learning and care.

The quality and standards of the early years provision

Children have excellent opportunities to make progress in the six areas of learning as the childminder provides a varied and stimulating range of activities. She has given careful thought and consideration to the learning environment to ensure that children are able to make progress towards the early learning goals. For example, a gazebo has been erected in the garden so that the children can play outside exploring containers full of mud, worms and leaves regardless of the weather. Children have their own cupboards and drawers so that they can self-select their own plates and cutlery at meal times; this helps to promote their independence and self-esteem. Planning is flexible and takes into account the needs and interests of all children, providing an excellent balance of adult- and child-led activities delivered through indoor and outdoor play. The childminder manages a superb balance between promoting children's independence and developing skills whilst being available to support them if needed. For example, she encourages children to put on their own boots and skilfully steps in to support them as they put them on the wrong feet. 'Look at mine, which side is the zip on?' she asks them, encouraging them to compare theirs to hers to see for themselves that they are on the wrong feet. Children quickly put them right and remark, 'I am very clever', responding to the constant praise and encouragement they receive from the childminder.

Comprehensive written observations are in place for all children, linked to the early learning goals and identifying next steps in learning for the children. Children's thinking and language skills are extended very well as the childminder interacts constantly with them, making excellent use of open-ended questions to further support learning. Children enjoy imaginative play, baking and a wealth of arts and crafts activities, such as making scarecrows and robots out of cardboard boxes. They love exploring play dough and are supported by the childminder as they use a large variety of cutters, scissors and shapes promoting fine motor skills. The

childminder has an extremely positive attitude towards diversity and this is complemented by access to a wide range of resources and well-planned activities. For example, the children enjoy dressing up to celebrate different festivals and take part in an African drumming session.

Children's welfare is superbly promoted as the childminder has highly comprehensive policies and procedures in place to safeguard children and promote their good health. She has an excellent understanding of the importance of providing a healthy diet and this is supported by exciting and fun activities. For example, the children grow vegetables in the garden and collect pears from the garden tree. The children are animated and enthusiastic as they wash their pears and independently cut them up for their snack. They confidently explain that they must wash their hands first so they do not 'get germs and have a poorly tummy'. Safety is given utmost priority in the childminder's home and this is complemented by a variety of well-planned activities to promote children's awareness of how to keep themselves safe, for example, visits to the local fire station and carrying out regular fire drills. As a result, even young children are able to confidently explain what they would do if there was a fire. The childminder has a very positive and consistent approach to managing children's behaviour. A clear written policy is in place and children are encouraged to share and be kind to each other, following their motto 'it's nice to be nice'. As a result, children are extremely well settled, confident and happy at the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

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

Quality and standards

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

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

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.