

Inspection report for early years provision

Unique reference number	118251
Inspection date	17/12/2008
Inspector	Carol Cox

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 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 1991. She lives with her husband and two sons aged 15 and 18 years in Nailsea, North Somerset. The ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family have two guinea pigs and goldfish for pets.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time. There are currently 15 children attending on a part-time basis. The childminder takes children to and collects from local schools, nurseries and pre-schools. She attends a local toddler group, and soft play area and visits local parks, shops and places of interest. The childminder is an active member of a local childminder support group.

Overall effectiveness of the early years provision

The childminder meets the needs of children very effectively as she recognises and values the unique qualities of each child. She has a thorough knowledge and understanding of the Early Years Foundation Stage, consequently, children make excellent progress in relation to their starting points. The childminder recognises the need for good partnerships with parents and other providers and works hard at building meaningful relationships to ensure that the individual needs of each child are effectively met. She makes thoughtful and detailed self-evaluations of her practice and invites parents and children to contribute their thoughts and comments, this means that she clearly identifies areas for future development and her provision will continue to meet the specific needs of children.

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 opportunities for outdoor play and learning for all children

The leadership and management of the early years provision

The childminder offers a very high quality provision for children of all ages. She organises her childminding in a highly professional manner to ensure the best outcomes for each and every child in her care. Her home is warm and welcoming and her robust policies and procedures mean that children's welfare is safeguarded at all times. The childminder has many years of experience reinforced by a strong commitment to ongoing professional development; she attends regular training and belongs to a local group of childminders who support each other in providing high standards of care. She has a high regard for promoting children's safety through regular detailed risk assessments of her home, garden and outings. The

childminder makes regular and thorough evaluations of her practice and invites parents and children to contribute their comments. The process of self-evaluation means that she is continually striving to improve the practice and meet the changing needs of children. For example, at her last inspection the childminder was asked to further develop the system for recording complaints from parents. Consequently she has written a clear complaints procedure which includes Ofsted's current contact details, this procedure is given to all parents. More recently the childminder has identified that children would benefit from further opportunities for learning and play out of doors.

Children's individual needs are clearly and carefully discussed with parents and their learning needs identified through detailed records in their learning diaries; the childminder uses this information to plan to meet the needs of each child. The childminder builds good links with parents and other providers and shares information about children's achievements to ensure their best progress is made in different settings. Children are safeguarded because the childminder has a good understanding of the appropriate procedures to follow should she have concerns about their safety. She has a clear and appropriate child protection procedure which is shared in writing with parents. Children are encouraged to learn about keeping themselves safe, for example, a child explains the need to wear a wrist band when visiting the zoo and how to ask grown-ups appropriately for help. When older children are cared for by the childminder she requires consent from parents to allow them to walk home or attend alternative activities.

The quality and standards of the early years provision

Children make very good progress in relation to their starting points because the childminder has an excellent knowledge of how children learn. She understands how to implement the Early Years Foundation Stage effectively and uses a clear system to record observations of children's achievements and progress towards the early learning goals. She records detailed descriptions of children's activities and achievements illustrated by photographs and examples of work in their learning diaries. This information is used to identify next steps in learning and plan for future activities. Children benefit from a well balanced choice of adult-led and freely chosen activities. For example, children busily design and build a truck using a large construction kit, they expertly join large sections with nuts and bolts and are soon able to ride on the truck. Having achieved their goal they then decide to make some Christmas decorations with card and glitter. The childminder produces resources and leaves them to explore and experiment with different materials. The childminder offers challenges for children to explore all areas of learning; she develops language effectively through meaningful discussions with children about their activities. She is skilled at adapting activities for children at different ages and abilities, for example, she helps a young baby sit up and watch the older children playing whilst challenging his physical development.

Although the childminder has little direct experience of caring for children with learning difficulties and/or disabilities she is expert at identifying and planning to meet the individual needs of each child in her care. She has a positive attitude towards including all children and working in partnership with parents and other

care providers. Children's health and well-being is promoted extremely well, for example, children learn about their bodies and how their organs work. The childminder encourages children to behave well through positive and clear house rules; young children carefully explain that you should not jump on the furniture and must share toys and games. Children are busy and engaged in their play and behave exceptionally well. Parents benefit from sharing all policies and procedures and regular discussions about the children's progress. Parents have written glowing references expressing their confidence and delight in the 'wonderful service' provided. One family has awarded the childminder a certificate for 12 years' service to their children!

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

Since the last inspection there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

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.