

## Inspection report for early years provision

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<b>Unique reference number</b>	EY103191
<b>Inspection date</b>	18/08/2009
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<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 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 2002, she works with her mother also a registered childminder

at the family home. Living in the home are her parents and two adult brothers.

They live on a farm in the North of Staffordshire, between Macclesfield and Leek.

It is a very rural location. The whole of the ground floor of the property is used for childminding and first floor bedrooms are used for daytime sleeping. There is a fully enclosed garden available for outside play.

The family have several cats, only two of whom enter the house and two dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently 18 children on roll, of which 12 are on the Early Years Register.

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

The quality of the provision is outstanding. The childminder's practice is exemplary in giving children the best possible opportunities to learn and develop. In providing an extremely stimulating, welcoming and inclusive environment she supports children's excellent progress. High priority is given in developing positive partnerships with parents and other providers who support children's learning journey. The childminders organisational skills and commitment to improve are impressive. She has undertaken numerous training opportunities since her last inspection to inform her practice. Through the detailed and reflective self-evaluation documents the childminder uses, she is continually looking at ways to improve her high quality practice.

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

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

- use the evaluations to clarify each child's individual next steps in their learning
- clarify the procedure to follow in the event of allegations against members of the household in the safeguarding statement.

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

The childminder has high aspirations for quality which is evident through her ongoing improvements to her practice. She is both highly motivated and enthusiastic in her work and is to be commended in her delivery of the Early Years Foundation Stage (EYFS) framework.

Commitment to ongoing training ensures that she continually brings back what she has learned to inform her practice. The areas used by children, both indoors and outdoors, are beautifully organised, stimulating and innovative. There is an excellent range of resources which are of exceptional quality and very accessible to motivate each child's learning and enjoyment.

The childminder is secure in her understanding of safeguarding procedures and is fully aware of the action she needs to take to ensure children are protected. The safeguarding policy, for example, is detailed, although the procedures to follow in the event of allegations made against household members are less clear. High priority is given to all children in order to keep them safe. Very detailed risk assessments are undertaken regularly, covering all aspects of the home and any outings undertaken. Daily checks for the indoor and outdoor areas ensure all children can play safely.

The childminder demonstrates a high commitment in her approach to improving her service and extend her knowledge to benefit children. Specific training and joint working with parents, other agencies and childcare providers ensure individual needs of children are extremely well met, thus having a highly significant impact upon their learning and development. The childminder spends significant amounts of time reflecting on practices. This is evident from the very thorough completion of the self-evaluation form and audit undertaken of the EYFS documents, which ensures that all policies, procedures and documentation meet requirements.

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

The childminder is extremely secure in her understanding of the Early Years Foundation Stage. Meticulous observations and assessments of each child are promptly documented by the childminder and are used to focus upon helping children to take the appropriate next steps in their learning, although, the childminder is currently looking to develop more frequent evaluative assessments for individual children's next steps. Detailed daily diaries are also shared with parents to ensure they are fully informed of children's progress. Parents are greatly impressed with her service and the significant improvements in their children's learning and development.

Children make excellent progress in relation to their capabilities and interests because both the environment and quality of the childminder's interactions enables them to be active and highly creative learners. Both an exciting indoor and outdoor environment is created, offering continuous provision for children. Physical development is featured well as children access a full range of materials and resources. Sand and water trays remain outdoors for most of the year as well as fixed equipment and push and ride toys.

The childminder is extremely skilled in her work with young children, as she cultivates their desire to learn. They are fascinated by the concept of time, for example, time for cows on the farm to be fed, time to go in after play. Recently on a hot day they painted the walls outdoors with water to watch the 'paint' dry and

disappear in a short time. The childminder's sensitive and intuitive questioning successfully helps them become very competent learners.

The childminder provides significant opportunities for children to develop literacy and language skills as the setting is extremely well resourced. The setting is rich in print, displayed prominently around the rooms, children's names are frequently labelled around the setting. Thus, young children not only recognise their names they appreciate a great sense of belonging. The childminder is an extremely skilled story teller, she uses props, such as story sacks and puppets to promote listening skills and develop children's early appreciation of books.

Children are extremely well safeguarded and highly effective practice promotes their welfare. This is due to the childminder's skills in developing children's independence as they learn about appropriate ways to stay safe. The childminder recognises first hand experiences for children are invaluable in supporting children's learning. A planned visit to the setting by fire officers and their fire engine created lots of impact upon children's learning. Beautifully presented photographs around the setting ensure that children can revisit those experiences, thus consolidate their learning.

The childminder's strong commitment to inclusion means that children's individual needs are valued and respected. Her skilled communication in the use of sign language and visual aids ensure that all children can successfully take part in a wide range of activities. An atmosphere of respect and consideration permeates throughout the setting creating an environment where children behave well and show real consideration for the feelings of others. Children's appreciation of the wider world is broadened as the childminder is committed to maximising their learning. The extensive range of learning opportunities provided for all children cannot help but ensure that they are developing successful skills for their future learning and well-being.

## 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?	1
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?	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

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## **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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