

Inspection report for early years provision

Unique reference number	EY307580
Inspection date	09/02/2009
Inspector	Rachel Ruth Britten
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 2005. She lives with her husband and three children, all of whom are aged over eight years. The family lives in Uttoxeter, Staffordshire. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include a dog, two cats and rabbits.

The childminder is registered to care for a maximum of six children at any one time. There are currently six children on roll aged from nine months to 11 years. Of these, three are within the Early Years Foundation Stage (EYFS). The provision for children aged over five years is registered by Ofsted on both parts of the Childcare Register. The childminder is able to support children with learning difficulties and disabilities and children who speak English as an additional language.

The childminder has completed required basic childminding training and is a member of a local network of childminders.

Overall effectiveness of the early years provision

The childminder's provision is outstanding. A welcoming and fully inclusive service is provided where children thrive and make excellent progress. The childminder is highly committed to each individual, successfully including each one, understanding their home and individual needs well, and giving them the best opportunities to learn and develop through excellently organised play, experiences and choices. Comprehensive information and professional verbal exchanges about children's progress are provided to parents, schools and nurseries. This promotes immense trust and consistent care and learning for each child. Excellent organisational skills and commitment to improve ensure that all the outcomes for children are outstanding. Improvement is clearly demonstrated through the training undertaken, effective use of self-evaluation documents and action taken on recommendations made at the last inspection.

What steps need to be taken to improve provision further?

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

- revising the child protection and equal opportunities policies so that they more effectively reflect the childminder's actual practice
- providing more detail about children's starting points and periodic summaries of their progress to make their developmental progress easier to see in the records.

The leadership and management of the early years provision

The childminder's organisational skills are excellent. She has great enthusiasm for continuous improvement through training, sharing expertise with other childminders in her network and utilising advice and ideas from early years advisors. She makes full use of the EYFS documents in order to maintain records, policies and procedures which fully support all the welfare and development requirements. However, some of the policies do not truly reflect the depth of her knowledge and practice because she has over-simplified them for parents. Nevertheless, she provides parents with a detailed, comprehensive, yet user-friendly portfolio about her service. Thorough settling-in periods and ample time with new parents ensure that all parties understand the procedures and policies and continue to meet individual needs and routines from the outset. Strong partnerships continue through supportive relationships, comprehensive daily written diaries, detailed up-to-date progress records, plans for each child and copies of inspection reports for every family. As a result, parents' written feedback is unreservedly positive about the quality of her care and they value the childminder's advice.

The childminder's focus is always upon helping all children to make outstanding progress and promoting their welfare. For example, she keeps checklists to prompt her when parental agreements, risk assessments, essential training courses and emergency evacuation practises are due for review. She has also prepared a comprehensive evaluation document set out under the government's every child matters outcomes to ensure that her care remains focussed upon providing for children's health, safety, enjoyment, achievement, ability to make a positive contribution and skills which will promote future economic well-being. Where children are also at school, pre-school or other childcare, the childminder has established and effective links which focus on joint working to complement and consolidate what each child is doing in all settings.

Well organised and accessible play resources, displayed information, children's artwork and their progress records clearly show the high quality care and education that is offered. The childminder plans each week, keeps all areas immaculately clean and prioritises each child's sense of belonging so that their individual things are always in designated baskets and places. Safety and health are given utmost priority, demonstrated through the adoption of extremely robust risk assessments, emergency planning and food safety practices, such as probing all hot food. As a result, children receive an ideal balance of managed risks and challenge.

The quality and standards of the early years provision

The learning environment provided by the childminder and her personal inputs are outstanding. Resources are varied, stimulating and easy to find and use and routines for indoor and outdoor play are consistently used. A good balance of one-to-one and small group activity is achieved in the home and is complemented by stimulating appropriate social, creative and physical opportunities in the

community. For example, babies enjoy time on the childminder's knee, singing nursery rhymes, rocking and trying the xylophone hammer, then later enjoy sitting alongside the older children being read to by a two-year-old role playing teachers. Babies and toddlers also enjoy the wider social stimulation of toddler groups, library trips and baby music classes. All children feel secure, confident and at home and make significant gains in their learning and development. For example, the childminder's plans and activities with babies are concentrating upon their evolving speech and learning to walk. She therefore tailors her own speech and activity, using simple words regularly and offering plenty of choices and incentives for the baby to want to move towards.

The childminder has a clear focus upon personal, social and emotional development, teaching children to participate, adopt safe and hygienic routines and behave with consideration for all others. She displays simple house rules in all the play areas and provides individual named baskets in the hall and bathroom for each child's personal things and toiletries. She gives ample time and encouragement for them to do as much for themselves as possible in a well-ordered and understandable environment so that they quickly gain confidence and independence in relation to their starting points and capabilities. For example, when feeding a nine-month-old, she gives her a spoon of her own to help her begin to manipulate this tool in order to move towards feeding herself. She provides a suitable cup and help for the child to hold the cup and drink independently. She praises toddlers when they try to do up their coat, put on their shoes or get their individual flannel or towel from their bathroom basket. She consistently uses all her own personal skills and insights into each child to promote this development, and is therefore successful in teaching children to behave well, persist in solving practical problems and respond enthusiastically to new opportunities.

The childminder understands that the areas of learning and the outcomes for children are provided simultaneously through play and real experiences. Children are taught how to keep safe and healthy throughout all the routines of the day, for example, choosing between the potty or the toilet when they are toilet training or washing their hands after fussing the pets. They regularly rehearse their emergency evacuation and help to keep their toys tidy and safe for the ages of the children present. Children are involved in all kinds of baking and messy play and know the importance of exercise for healthy bodies. They have opportunities to see and appreciate the natural world and play with resources that help promote respect of our differences, needs and diverse society.

The childminder creates detailed activity plans and individual progress records for each child's development across the six areas of learning. These are based upon detailed observations of children's play and assessments of what children can do. These are matched to the areas of learning to show that children are receiving varied play and experiences which cover each of the areas of learning. Digital photographs bring the evidence record to life, although initial assessments of what children can do upon entry are unclear and there are no periodic summaries of achievement to make children's progress easier for parents to see and feel a part of.

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

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.