

Inspection report for early years provision

Unique reference number	EY221891
Inspection date	28/01/2009
Inspector	Lynne Milligan
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 has been registered since 2002. She lives with her husband and two daughters aged seven years and 18 months. They live in a semi-detached property on the outskirts of Stafford near to local amenities, Burton Manor Primary School and The Grove Primary School. The whole of the ground floor and upstairs front bedroom and bathroom are used for childminding. There is a fully enclosed play area available for outside play which is accessible from either the side gate or through the conservatory.

The childminder is registered to care for two children in the early years age group. She is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age group, all attending part-time.

The childminder attends the local playgroup and is a member of the Stafford childminding network.

Overall effectiveness of the early years provision

Overall the effectiveness of the provision is outstanding. Children's welfare, learning and development are significantly promoted whilst in the care of the childminder who is extremely professional and dedicated. Progression across the early learning goals is exceptional as high priority is given to each and every child's individual needs and interests. Systems to monitor the effectiveness of her setting are considerable and forward thinking. She has an excellent understanding of how the process can be used to evaluate her strengths and weaknesses, with accurate yet attainable goals for the future. Her approach to inclusion is outstanding as this firmly underpins her everyday practice. Links with parents and other settings the children attend are flourishing as she values and respects all that are connected with her provision.

What steps need to be taken to improve provision further?

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

- develop further the consent for emergency medical treatment in order to clarify the signatures of parents.

The leadership and management of the early years provision

Children are highly safeguarded as the childminder follows robust procedures, supported by precise documents and information that help her with any concerns should they arise. Risk assessments further ensure children are kept safe around her warm, welcoming home. These are extended outside as she is thorough in her

assessments of all possible hazards whilst on outings or the school run. Children wear reflective jackets and wristbands, demonstrating the childminder's excellent understanding of health and safety. Children practise regular fire drills with the childminder, using various exits to ensure they can evacuate easily and safely. Furthermore, fire drill procedures are displayed that ensure the safety of parents and any visitors. Details held to record any medication, accidents or incidents are in place, with accurate policies that underpin her practice. Parents are extremely well-informed as they are regularly updated to any changes within the policies and procedures, including changes to the complaints policy, which specifies the timescales in which she will respond to a written complaint should she have one. Children's records are complete, with all consents including details of those with parental responsibility and those who have legal contact with the child. Consent for emergency medical treatment however, is a little unclear and has the potential to misinform parents should she need to seek any medical advice.

Systems to monitor the effectiveness of her setting are exceptional. The childminder regularly and thoroughly monitors her practice through ongoing dialogue with parents and children, gathering information and making changes on a continual basis. In addition, she uses self-reflection to improve her practice, providing purposeful experiences for the children she cares for. Her exceptionally high aspirations for quality are evident through ongoing improvement as she intends to begin her Foundation Degree, further reinforcing existing skills. Her dedication to improving relationships with parents and other settings the children attend are highly successful. She strives to provide parents with all the information they need, which is well presented and very informative. Parents are familiar with the complaints procedures and who to contact should they need to. In addition, they are kept up-to-date about their child's day as they are offered well-written daily diaries and beautifully presented children's developmental files, adding their own comments to say how lovely they are. This approach to inclusion is further extended outside her setting as she collects children from local schools and nurseries. Information is shared such as any existing injuries or medication records along with details of what the children are learning. The childminder continues themes at home or interests that the children experience at school thus providing continuity of care, with opportunities for children's learning to be further reinforced.

The quality and standards of the early years provision

Children are cared for in a homely, supportive and enjoyable setting that fulfils their every need. Their dietary needs are highly promoted as the childminder provides an abundance of fresh fruit, vegetables and drinks that children help to purchase from the supermarket. They explore different foods from around the world, appreciating cultures and traditions or just finding out new smells as they pick fruit such as lychees. Children develop their understanding of lifecycles of various animals as they collect fresh eggs from the chickens kept in the garden or whilst at the farm, they discuss where milk comes from and how the farmer extracts it so they can buy it at the supermarket. Flexible, yet secure routines reinforce the children's understanding of their own health and well-being as they actively wipe their own hands, asking for napkins after spreading honey on their

toast. Babies' development is further promoted as they also wash their own hands and mouths, with explanations from the childminder that begins to underpin excellent routines for the future. Great value is placed on respect and valuing each other as children closely follow the house rules that they helped put together. They discuss scenarios that they may come across both indoors and outdoors that are skilfully adapted so all children are involved. Children know they must wear seat belts whilst in the car and that they must stay close to the childminder as they play in the park or visit various attractions.

Children's development is further extended through the many activities they experience. Planning takes into account every child's needs as the childminder gathers background information such as favourite toys, games, even pets and extended family members. These are then used along with initial observations to match learning intentions to planning. The childminder is extremely skilled at observing children and recording what she sees. Her evaluations clearly plot children's next steps which are then used to inform future planning. Planning is then based around previous learning along with what she wants the children to learn next, with a mixture of adult- and child-initiated indoor and outdoor play. Individual learning plans further provide the childminder with expert information to ensure children are developing securely across the early learning goals. Furthermore, these assist the childminder with any children who may have a specific need such as a learning difficulty and/or disability or if they have English as an additional language. The childminder's thorough knowledge of assessing informs her practice so that she can easily adapt it in order to meet the individual needs of all children. She does this either through providing specific resources such as flash cards with the child's first language on which reinforces their understanding of English. In addition, she allows children more time to complete an activity, changes the way she asks questions or the way in which she involves other children so as to provide further support thus ensuring that all children are included and progress towards intended outcomes. This attention to detail and focusing on the child allows the childminder to offer an exciting range of purposeful and exciting activities. Children thrive off the attention from the childminder as she uses language carefully to direct their play or to ask questions in order to develop their thinking, problem solving and concepts. Children explore books and discuss the pictures and what they think they are. Younger children sit on her knee and are involved in the discussion, attempting to imitate the sounds of the train or fire engine. Children clearly are at the centre of everything that she does and as a result very close bonds have been formed with both children and parents. As a result, children are extremely happy, confident and independent little learners of the future.

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
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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.