

## Inspection report for early years provision

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<b>Unique reference number</b>	221976
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Jean Goodrick
<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 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 July 1988. She lives with her husband in Ely. The downstairs area of the childminder's house is mainly used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be under five years. She is currently minding two child under five years The childminder is registered to care for children aged over five years to 11 years.

The childminder is a member of the National Childminding Association (NCMA) and accredited with their Quality First scheme.

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

Overall the quality of the provision is outstanding. The childminder has an excellent knowledge and understanding of child development and a clear understanding of the Early Years Foundation Stage. Robust systems are in place to evaluate her childcare practice so that improvements can be made for the benefit of the children in her care. A strong feature of this provision is the rich and stimulating learning experiences enjoyed by children in a relaxed homely environment. Children's welfare is given a high priority and their uniqueness is highly valued. Exemplary partnership with parents ensures that children's needs are met. Respect for cultural and linguistic diversity is well promoted and the childminder is willing to work with other agencies to meet children's needs.

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

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

- continue to develop knowledge and understanding of inclusive practice.

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

The childminder is very experienced and shows an outstanding commitment to continuous improvement of the provision. She attends training on a regular basis to update her childcare practice and receives advice and information through the NCMA Quality First accreditation scheme. Recommendations from the previous inspection have been effectively addressed. The childminder's current focus has been on familiarising herself with the Early Years Foundation Stage and she has done this very successfully. All children are welcomed into the provision and the childminder has a good understanding of inclusive practice.

Parents give really glowing references saying 'I know (my child) is cared for fantastically' and that their child 'is in a happy, family environment which she loves'. The childminder gets to know children and families very well often having long term relationships with them. Information is conscientiously gathered at the start of arrangements and during the settling-in period so that trusting relationships are formed and children feel secure. Information is shared on a daily basis so that the individual needs of children are consistently met. The childminder exchanges information with parents about their children's progress and achievements making very effective use of photographs. Parents make their own contributions so that there is an excellent partnership in children's learning.

The childminder has a comprehensive professional framework of written policies and procedures which she follows conscientiously in order to safeguard the children in her care. She updates her knowledge and understanding regularly and she is clear about her role in protecting children from harm. Parents receive a copy of these policies at the beginning of their arrangements so that they are clear about her responsibilities. The childminder carries out regular risk assessments of her home and before outings and appropriate safety equipment is in place. Children are very well supervised and the childminder limits the number of children she cares for so that they have plenty of individual attention.

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

The childminder forms very warm, affectionate relationships with the children in her care. Their emotional needs are very well met as they receive plenty of cuddles and support and they snuggle in for stories such as 'The Hungry Caterpillar' when they are ready for quiet time. The childminder has been extremely creative in developing her own story sacks, for example for Red Riding Hood, with puppets representing the characters. Children select books, toys and other resources independently from an extensive range which are easily accessible to them. For example, in their imaginative game children set out the tea set on a small table, sitting their dolls on the chairs and choosing a jar of uncooked pasta to use for food. They are very confident to follow their own interests and develop their play. Some resources and activities support children's learning about their differences and similarities and about social diversity. Space is very well organised in the homely, welcoming environment so that the play room is the hub of activities and other areas can be used for quieter times. Children's communication skills are exceptionally well supported as the childminder talks to them about what they are doing and extends their vocabulary. They learn about the natural environment on local walks and when growing plants, such as sunflowers in the childminder's garden. Children love singing and dancing and they sing 'Twinkle twinkle little star' confidently and spontaneously to the inspector and they show pride in their achievements. Counting and problem solving are included in everyday practical activities such as cooking and appropriate use is made of computer programmes which include sorting and matching. These skills will help to promote children's future economic well-being.

Children have excellent opportunities to learn and develop through a balanced

range of adult and child-led activities that reflect their interests and capabilities. They are supported very well by the childminder as she has an in-depth understanding of how children learn and they make excellent progress towards the early learning goals. She informally plans learning experiences for the children but is also flexible and spontaneous. The childminder uses questioning very effectively to extend children's thinking and engages them in conversations about past events and activities as they show the inspector their photo album. The childminder makes detailed and meaningful observations of children's play in order to plan for the next steps in their learning. Good use is made of community groups to extend children's experiences. Children learn about a healthy lifestyle as they have plenty of fresh air and physical activities on local walks and in the childminder's well-equipped garden. They learn about keeping safe on local walks and when community support officers talk to the toddler group about road safety. The childminder has an excellent understanding of childhood nutrition and meal times are pleasant occasions when children learn social skills.

## 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?	2
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?	1

### 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

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](http://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.