

Inspection report for early years provision

Unique reference number	259901
Inspection date	13/01/2009
Inspector	Kelly Eyre
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 2001. She lives in Bedford with her husband and three children aged over 14. The whole of the ground floor of the childminder's house is used for childminding and there is a first floor bedroom for children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play. The property is accessed by a low step and facilities are located on the ground floor. The family has one dog, one cockatiel and an aviary in the garden.

The childminder provides care each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register. There are currently five children on roll, three of whom are in the early years age range.

The childminder holds the National Nursery Nurse Examination Board qualification. She has completed the National Childminding Association 'Quality First' quality assurance scheme to level three.

Overall effectiveness of the early years provision

The childminder's practice is highly effective in ensuring that children make excellent progress in all areas of the Early Years Foundation Stage. They are cared for in a safe, welcoming environment and are offered sensitive support to ensure that they are included and benefit significantly from the activities offered. The comprehensive yet flexible planning is a key strength and contributes to ensuring that children's needs are met and their development is promoted to the optimum. This is underpinned by the excellent partnerships with parents and other professionals. The childminder conscientiously reviews and evaluates her practice and has an excellent understanding of her strengths and weaknesses. She implements practical changes to improve the daily care and experiences for children, carefully monitoring their impact.

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 the hygiene procedures to further minimise the spread of infection.

The leadership and management of the early years provision

Children are fully included and their individual development is consistently promoted because the childminder uses a comprehensive range of assessment methods to monitor their learning and progress. Her exceptional work in maintaining excellent partnerships with parents and other professionals ensures that children's care is consistent, they feel secure and are able to make very good progress. For example, the childminder is fully involved in children's introductions to school and therefore offers sensitive support and encouragement in this process. She also works with wider childcare agencies and services, sharing her knowledge and expertise and positively helping to promote good practice with the aim of further improving the outcomes for children.

The childminder has a genuine desire to provide the best possible care and to continuously improve her practice. Her comprehensive self-evaluation procedures mean that she is aware of areas for improvement. She attends a wide variety of additional training, conducts her own research and positively welcomes feedback. She utilises this information to implement changes and formulate practical plans for the future to lead to the potential to further improve outcomes for children. For example, introducing new daily observation and assessment methods so that children's current needs and interests are fed directly into the activity planning. The childminder's extensive knowledge and practical safeguarding policies ensure that children are protected at all times. However, the daily hygiene procedures do not promote children's health to the maximum.

The quality and standards of the early years provision

Children are offered an extensive range of exciting activities and play opportunities that support them in making excellent progress in all areas of learning and development. Their individuality and unique learning styles are clearly recognised and are consistently accommodated within the highly flexible daily planning. This is also meticulously linked to the comprehensive assessments of children, enabling the childminder to provide appropriate activities and plan the next steps for each child.

The exceptionally thoughtful planning ensures that children are offered a balanced variety of activities and are positively encouraged to explore their environment, both indoors and outside. For example, they enjoy bug hunts, planting seeds, regular visits to the farm and watching the garden birds use the bird boxes and feeders. Children's learning is consistently promoted as the childminder offers appropriate activities for their developmental stage, playing alongside the children in order to offer support and encouragement. For example, young children have time to explore the stacking rings and beakers before the childminder demonstrates how to stack these and the children laugh and clap as they succeed at this task.

Children's home language is respected and is incorporated into the daily activities and routines. Children are fully included and positively encouraged to communicate

in a number of ways, for example, through using Makaton sign language. The childminder offers children sensitive support, encouraging them to be confident, to explore and express their thoughts. They are therefore active in their learning and have a positive attitude to this. For example, children enjoy exploring a large tray of cornflakes, where they pour, scoop, stir and taste the cornflakes. They are encouraged to describe the sounds and sensations as they go. The childminder's confident approach means that children are able to develop this activity themselves, taking it further as they incorporate the cornflakes into their role play and listen as they crunch underfoot.

The inspirational environment and sensitive support enable children to develop their independence and ideas. They sing and talk happily to themselves and others as they confidently choose their resources and determine their play. They show their obvious pleasure in the childminder's company as they talk and laugh with her and include her in their activities. The childminder knows children well and makes excellent use of their interests to further their development, frequently providing additional resources to support this. For example, children showing an interest in cars are offered an activity where they thread cars and other vehicles; they become engrossed in this, carefully threading the cars and naming the different types of vehicles.

Children are cared for in an exceptionally safe, secure environment because the childminder has an excellent knowledge of this area. She carries out daily checks and diligently completes and reviews comprehensive risk assessments which cover all areas of the home and outings. Excellent daily routines and thorough explanations from the childminder mean that children are gaining a good understanding about taking care of themselves and others.

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?	2
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.