

## Inspection report for early years provision

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<b>Unique reference number</b>	161797
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Linda Janet Witts
<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 has been registered since 1998. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, three of whom can be in the early years age range and one of these may be aged under one year, at any one time. When working with an assistant the childminder may care for 11 children under eight years, five of whom may be in the early years age range and of these, two may be aged under one year. The childminder welcomes children with learning difficulties and disabilities and those for whom English is an additional language. There are currently 11 children on roll, of whom seven are in the early year age range and two are in receipt of government funding for nursery education.

The childminder lives with her husband and their four children all aged over eight years. They live in a detached house in Sutton Benger. There is a local post office, school and local park within walking distance. The childminder attends the local toddler group and meets with other childminders in the area on a regular basis. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play. The family has a cat and guinea pigs.

The childminder holds a level 3 qualification in childcare and also a level 3 qualification for working with children and young people with special needs. The childminder is an accredited childminder and has achieved Wiltshire's Quality Assurance Award. She is also a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding. The childminder is experienced and highly motivated in her work, ensuring that all children attending receive high quality care. Highly effective partnerships with parents and other settings enhance the provision. Children are all valued, fully included and relish their time at the setting. Children's learning and development is impressive and the provision for their physical and emotional well-being is excellent. The childminder reflects on her own practice and is aware of the strengths in her provision and aspects that she would like to develop to further extend children's learning experiences.

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

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

- further encourage parents to contribute to children's learning and development records

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

The childminder is childcare qualified and embraces opportunities to attend workshops to aid her personal development. The childminder is very organised and maintains all records and legally required documentation well. She has developed comprehensive policies and procedures for safe and efficient management of the Early Years Foundation Stage (EYFS) and to ensure children's individual needs are met. All parents have read the policies and are fully informed when any updates are made. The childminder also ensures that her assistant implements all policies and procedures effectively.

The provision is fully inclusive. The childminder recognises the uniqueness of each child and ensures that all children are well integrated and achieve as much as they can. She has confidence in her ability to care for children with special needs and draws up individual care plans with parents in order to provide consistency of care and to ensure that children's specific needs are met. Adaptations are made to activity plans and to the environment to ensure that all children are fully included.

When caring for large numbers of children the childminder works with an assistant and together they ensure that each child receives the support they need. Effective systems are used to ensure consistency of practice by the childminder and her assistant. They routinely discuss how best to implement activity plans and how to help children move on to their next stage in development and evaluate their practice.

The childminder's home is warm and welcoming and provides a child-friendly play space. The playroom is well stocked with a broad range of play resources stored accessibly so that children can select play materials for themselves. The lounge is set out with an attractive range of activities and the children can move freely between the lounge and playroom. The garden is also well used. Rigorous risk assessments work to effectively minimise risks without inhibiting children's play and exploration. Records of risk assessment within the home, garden and on outings are clearly recorded and regularly reviewed.

The childminder has a clear vision for her childminding provision. Her evaluation of the service she offers is thorough and reflects her knowledge of what she does well and aspects that she would like to develop. An excellent partnership with parents is established. Two-way communication with parents is promoted from their first meeting. How children are introduced to the setting is agreed with parents to minimise distress for the children and their parents, who may be leaving their children for the first time. Information about the provision is shared and daily diary records keep parents informed of how their children have been each day. Learning records are shared with parents regularly, but they are not actively encouraged to contribute to these records. Very good links have been established with others involved in the children's care. This ensures that children's learning experiences with the childminder, enhance the learning experiences they have elsewhere.

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

Children are settled and extremely happy in the childminder's care. Babies form close bonds with the childminder and develop the confidence to try things for themselves, knowing that the childminder is close by for reassurance and support as needed. Older children relish their time with the childminder, encouraging her to join in their play as they wish. The childminder knows each of the children's individual needs and values what children can do and their own ideas. Excellent planning and the support children receive from the childminder enables children to make significant gains in their learning and achieve impressively in relation to their starting points and capabilities.

The childminder has created a stimulating environment where a wide range of experiences and activities are offered that children can respond to by using many of their senses. Babies and children have sufficient time to explore and make choices in their play. Young babies crawl around, stretch and pull themselves up to stand. They practise their walking skills gaining support from furniture. They explore the contents of toy boxes and are keen to observe how things work. They manipulate objects moving them between their hands, exploring the textures and examining features. They use their mouths to feel and taste items. Babies are also fascinated by the actions of older children. The babies and toddlers have fun with the childminder, for example playing together in the 'ball tent' and like to snuggle up close to share books. The childminder responds to baby babbles with words and gestures to encourage language development.

Children's knowledge and understanding of the world is supported impressively. Their play environment is adorned with positive images of different cultures, ethnicity, gender and disability. Children's own cultures are highly valued; working in partnership with families the childminder and minded children learn about cultural traditions and about children's or their parents' homelands. Resource books and maps aid children's knowledge and understanding of the world and they even learn that it might be a different time in other countries; two clocks are displayed side by side one showing British time and the other the time in a different country, such as, in Japan. Children are regularly taken into the community and join the local pre-school when they have visits from the road safety officer, dentist and optician. Children learn about Remembrance Day and place poppies on the village memorial and visit St Fagan's History Museum, in Cardiff, to learn about what it was like to live in the past. Children learn to show care and concern for living things. They plant seeds and plants and watch them grow, helping to water them. They can get up close to the family's guinea pigs and also a duck that the childminder rescued locally and nursed back to health. Some of the children helped to release it back into the wild.

Children learn about mathematical ideas from a young age. Babies learn that different size and shaped objects fit inside stacking beakers and the childminder introduces them to mathematical language and the concept of counting. Older children are encouraged to count, talk about shapes and to solve problems. They also have good opportunities to become aware of information and communication technology.

Children's welfare is also promoted extremely well. They enjoy regular fresh air and exercise in the childminder's garden and at local parks. Children eat well enjoying a variety of healthy meals and snacks. Excellent procedures are followed to promote personal hygiene and safety. Children learn to keep themselves and others safe because the childminder highlights potential risks to them. Regular practise of evacuating the home helps to familiarise children with emergency procedures.

## 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?	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

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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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