

## Inspection report for early years provision

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<b>Unique reference number</b>	EY270920
<b>Inspection date</b>	12/02/2009
<b>Inspector</b>	Rachael Williams
<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 was registered in October 2003. She lives with her partner and three children in their family home in Clevedon, North Somerset. The premises are close to local facilities including shops, parks and toddler group. The whole of the house is used for childminding purposes. There is an enclosed rear garden for outdoor play. The family care for a cat, a dog and two mice.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. At present, she cares for two children in the early years age range and three children over six years old, who attend for a variety of sessions.

The childminder is a qualified primary school teacher and receives support from the local authority.

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

The childminder provides an outstanding provision. She has established exceptionally close and caring relationships with the children. She has good knowledge of their individual needs and values and respects their uniqueness as individuals. All children make progress in their learning and development as the childminder is fully aware of their interests and preoccupations, hence she provides a rich and varied learning environment to support and challenge their development. The childminder works closely with the parents to provide a cohesive service that has a positive impact on children's development and learning, hence children thrive. The childminder is excellent at monitoring her provision and effective self-evaluation systems promote very good outcomes for children.

## **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 consistency in dating observations to ensure children's progression is clearly documented

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

Children are cared for by an experienced well-qualified childminder. She is proactive in accessing relevant courses, such as risk assessment and domestic abuse, to improve the service she offers to her families. She has exceptionally high aspirations for the quality of her provision which is evident through ongoing improvements. Comprehensive self-evaluation of the provision has been completed and includes parents' and children's contributions in order to provide a cohesive service. The childminder is effective in her organisation and has excellent knowledge of the Early Years Foundation Stage and child development to promote

good outcomes for the children. In addition, the childminder is currently completing the quality improvement plan to enhance her monitoring systems. Partnership with parents is given high regard and relationships are well established, ensuring that each child's needs are met. Parents receive a wealth of information about the childminding service and of their children's achievements.

The childminder shows a high level of commitment to ensuring children's safety, for example, a secure environment has been established where stair gates prevent access to the utility room, kitchen and first floor. Arrangements for safeguarding children are robust, carefully managed and regularly reviewed. The childminder has excellent knowledge of child protection issues so that children's welfare is safeguarded. The environment in which the children are cared for is safe and supportive and the childminder has established comprehensive risk assessments to monitor her provision and the outings that she takes children on.

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

The childminder provides an inspirational provision where exceptional organisation of the experiences and the learning environment help children to be independent and active learners. The children have a good attitude to learning and persevere with tasks, such as creating a sticklebrick car where children are supported exceptionally well to link the pieces together and to talk through the process using appropriate vocabulary. The children are skilful communicators. The childminder consistently engages the children in conversations introducing new vocabulary, for instance to support a child's actions when they point to objects or pat her legs in a request for her to move them so that the child can pass.

The childminder has an excellent knowledge of children's interests and enthusiasms; therefore, an enabling environment which is tailored to their needs is provided for the children. For example, the childminder acknowledges a child's developing interest in books and ensures that these are stored in low level units so that children can access them independently. Books and stories are frequently shared as children cuddle up close on the settee; one child cheers when she gets to the hand printing page of the art book and the childminder suggests that they have a go at this. Children achieve exceptionally well as the childminder has excellent understanding of how children learn and offers children experiences that are planned and purposeful, encouraging them to confidently explore their environment. Comprehensive assessment systems have been developed enabling the childminder to use her observations and parents' contributions to identify next steps in learning so the children are fully challenged and engaged.

The welfare of children is promoted extremely well by a very committed childminder who has an excellent knowledge of the welfare requirements. Children's care is significantly enhanced by comprehensive policies and procedures which are used in practice with a high level of consistency, therefore a stable, warm and welcoming environment is established for all children. Children are confident and settled as the childminder establishes close and caring relationships with them. Communication with parents is exemplary and this ensures consistency in children's care and that their individual needs are routinely met.

The children become aware of their own safety as the childminder reinforces the importance of being safe, such as through discussions on road safety and involvement in regular evacuation drills which are clearly explained to children and well-documented. Children are well cared for should an accident occur as the childminder has stringent systems in place to ensure that incidents are recorded and promptly shared with parents. Children are introduced to a healthy lifestyle as there are frequent opportunities for them to be out in the fresh air, walking and playing within the local environment. The childminder provides parents with a flexible menu which shows her good understanding of providing children with healthy and nutritious snacks and meals. Children access their drinks independently from the table; an older child ensures that a younger one also has a drink, showing care and concern for her well-being. Parents have received clear information on the hygiene practices that the childminder has installed since obtaining a puppy. Children are fully aware of hygiene practices, for instance after younger children's nappies are changed they are encouraged to wash their hands using liquid soap and warm water; they dry their hands on their individual flannels which are washed regularly.

## 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

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

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.