

Inspection report for early years provision

Unique reference number	EY373477
Inspection date	16/09/2009
Inspector	Susan Marriott
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. She lives with her husband in a house in the Bretton area of Peterborough. The childminder uses the whole of the property for childminding, and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant, the childminder is registered to care for a maximum of 10 children. She is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family have two pet dogs. The childminder is a member of the National Childminding Association and is registered to provide overnight care for a maximum of four children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The professional commitment and dedication demonstrated by this childminder enables her to offer an excellent standard of care and education to the children. Children clearly thrive and make rapid progress in this exceptionally well-equipped setting that truly recognises their uniqueness and individuality. The childminder meets the diverse needs of children and ensures that all children are able to participate in all activities in a fully inclusive way. Information from parents and from the childminder's assessments is used in a highly competent manner to inform activity planning and ensure that children are offered appropriate support. Through increasingly reflective practice and continuous consultation with parents and children, the childminder identifies and promptly acts upon any areas for improvement thus demonstrating an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- enhancing further, the existing system for monitoring the quality of provision.

The effectiveness of leadership and management of the early years provision

Children enjoy an exemplary quality of care and education in this setting, supported by exceptionally well-organised and individualised policies, procedures and records. A very clear complaints procedure is in place and robust risk assessment is carefully recorded and consistently monitored. Consequently, dangers are minimised and children's safety is secured. Ongoing explanations from

the childminder and regular discussions about safety issues help children build up their understanding of how to keep themselves safe. For example, they understand the safety issues when getting in and out of the car from the kerb side. The childminder demonstrates an extremely good understanding of the procedures regarding the safeguarding of children and a very high level of commitment to promoting children's safety.

The childminder demonstrates an infectious enthusiasm for her work and is highly motivated to continue to make changes that drive improvement and improve the outcomes for children. Consequently, the childminder has learnt the benefits of self-evaluation and reflective practice and this secures her outstanding capacity to improve. The childminder values the benefits of continuing professional development and regularly attends training courses offered by the local authority to extend her skills and support further improvement in her practice. For example, an enjoyable course about 'Knowledge and understanding of the world', led to her assembling a technology box for the children, who now enjoy many more opportunities to discover how things work.

The childminder's exemplary understanding of anti-discrimination means that she provides a service which is inclusive for all children and their families. She ensures that she understands each child's background, cultures and beliefs. She uses this knowledge when she encourages children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity. Children's self-esteem is promoted as they are offered opportunities to talk about what they have been doing and express themselves, for example, through creating their own models from recycled materials. These are proudly displayed in the playroom, being suspended from the ceiling. The childminder is acutely aware of the diverse needs of children and extremely effective links with the parents and carers, enables the childminder to tailor activities to the individual children in her care.

The learning environment is organised and arranged in an outstanding way that facilitates learning in an exceptionally conducive environment. The childminder makes exceptionally good use of the extensive range of high quality resources. Her home is very welcoming and resources are well-organised and accessible, enabling children to make independent choices about their play. For example, the hallway features individual coat pegs for children's belongings and the playroom is brightly decorated with posters reflecting positive images. Information for parents and carers is displayed on a notice board in the utility area of the kitchen. The childminder fully exploits community resources, such as the library, the nearby crematorium gardens, toddler groups and parks in order to provide an extended range of opportunities for children.

Robust partnership work actively contributes to support children's welfare in this vibrant and safe setting. For example, the childminder obtains copies of the school menu rotas to ensure that the same meal is not duplicated in the childminding setting. Parents are continuously consulted about their views and write overwhelmingly positive comments in their questionnaires and commend their childminder's caring, professional approach. The home book details what their child has enjoyed doing during the day and a digital photograph frame provides a

delightful pictorial commentary of the daily events. Children's views are actively sought and their suggestions are valued and acted upon. For example, bunk beds have been provided for children staying overnight and particular toys such as a 'Family Houseboat' have been purchased at the children's request.

The quality and standards of the early years provision and outcomes for children

Children make rapid progress in all areas of learning and are exceptionally well-supported in achieving because the childminder has a highly secure understanding of children's development and the Early Years Foundation Stage. The childminder is highly skilled at drawing the learning from child-led play. For example, when children show interest in the soft toy characters from the Hundred Acre Wood, she encourages the children to identify which is the smallest, medium and biggest. Children clearly enjoy learning and are enthusiastic to try new challenges. A scrapbook of samples of children's work and photographs shows how the childminder draws learning effectively from everyday activities. The childminder gathers initial assessment information in consultation with parents and carers ensuring she is aware of children's interests and current developmental needs. Brief observational notes record competent assessments of children's progress, enabling the childminder to plan the next steps appropriately to promote their individual development using the 'Development matters' criteria in the Practice Guidance document. Tracking documentation is being devised to provide further evidence of children's progress.

The childminder's good knowledge of each child means that they are offered appropriate support to enable them to participate. Children's self-esteem is promoted because the childminder helps them join in. For example, older children sit on small chairs at the table to enjoy their snack and high chairs are switched to the low-level position to enable younger ones to sit at the table also. The childminder also uses her knowledge of each child to make the best use of their individual interests to promote their development. For example, young children are encouraged to name the colours of their dummies and a special trip is arranged for older children to experience ten pin bowling. Children's emotional development is promoted as they develop secure, trusting relationships with the childminder and with each other. They show care and concern for each other, sharing resources and working together to organise their play. Children's understanding of diversity is developed as they participate in daily discussions and access relevant resources. For example, they use reference books to research information about other countries to be visited on holiday and talk enthusiastically about the things they might expect to see on their trip.

Children's behaviour demonstrates that they feel safe and secure in response to the consistent boundaries set by the childminder. They are confident and are therefore actively involved in their learning, developing positive attitudes to this. They happily select resources and play independently or with the childminder. Children are encouraged to be active learners and solve problems. For example, they discover that some rings from a stacking toy will fit on their arms and that the smaller ones do not. They experiment by rolling marbles around a washing up

bowl, mixing paints to make different colours and enjoy the challenge of sailing boats in the water tray in the garden. Children develop further skills for the future through role play and craft work. For example, photographs show children forming numerals with pipe cleaners and boys ironing dolls clothes. Children are developing their understanding of the relevance of good hygiene practices. They wash their hands before eating, discussing the reasons for this. They talk with the childminder about the importance of eating a healthy diet and are often involved in planning meals and baking cakes, accompanying the childminder to the shops to purchase the ingredients.

Children benefit from a mixture of outdoor healthy lifestyle accompanied by a balance of learning and enjoyment within the home. Good use is made of outdoor areas to offer children an extended range of opportunities. Their appreciation of nature is enhanced as they explore seasonal activities inspired by a Woodland Trust poster. They are offered opportunities to exercise and extend their physical skills as they play in the garden, visit parks and the local crematorium gardens. Children learn to keep themselves safe and healthy, enjoy a wide variety of foods and make rapid progress with speech and social skills. The highest priority is given to children's safety. For example, as children learn about fire safety, they talk about the most sensible way to evacuate the house with two babies. When accidents happen parents are informed promptly, relevant paperwork is always filled out and copies presented to them. The childminder successfully develops the activities, and offers a broad, stimulating range that offer challenge to children of all ages. This has a very positive impact as the children have learnt to work together and respect each other, thereby effectively improving overall the early years provision and outcomes for children. This childminder has a positive and focused manner which rubs off on the children, allowing them to discover their independence whilst being aware of the rules and what is acceptable and unacceptable. Informative daily diaries, photographs and regular discussions ensure the parents are kept extremely well-informed about the care their child receives. They have expressed their confidence and pleasure in the provision through the return of complimentary questionnaires. The needs of the children are fully met.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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