

Inspection report for early years provision

Unique reference number	EY311454
Inspection date	08/05/2009
Inspector	Rebecca Johnson
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 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 2005. She lives with her friend who is also a childminder at the same address in Lichfield. There are shops, parks and schools within easy walking distance. The whole of the house is used for childminding; the premises are easily accessible to all. There is a fully enclosed garden available for outside play.

The childminder is registered to care for six children within the Early Years Foundation Stage (EYFS) and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 12 children on roll who attend for a variety of sessions. The childminder has a childcare qualification. She receives support from the local authority and is a member of the local network and Lichfield district childminding association.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is outstanding. Children are happy, settled and secure in the childminder's care, where they are very well supported and are making exceptionally good progress in their learning and development. The uniqueness of each child is recognised due to the childminder's superbly good understanding of children's individual needs and her wholly inclusive practice where all children are valued and made to feel welcome. Extremely positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder's excellent knowledge of safeguarding procedures and her awareness of her role in protecting the children in her care ensures children's safety is paramount.

What steps need to be taken to improve provision further?

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

- developing further the strategies for working in partnership with other settings who deliver the Early Years Foundation Stage (EYFS) to ensure consistency of care and learning for children who attend more than one setting.

The leadership and management of the early years provision

The childminder is passionate about the service that she provides. She is well motivated and totally committed to providing a high level of care and education to ensure the best possible outcomes for the children. The childminder is extremely competent and very well qualified. She attends copious amounts of training to update her knowledge and expertise and enhance her good practice. The childminder is very well organised and manages daily routines extremely effectively

to accommodate the individual needs of the children attending. The environment is utilised to its full potential to provide children with choices about where and with what they wish to play. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a very good balance of child-led and adult-initiated activities that sustain their interest well.

All documentation which contributes to the children's health, safety and welfare is in place. Additional information and extensive policies and procedures relating to the setting support the childminder's extremely good practice. The childminder actively develops and fosters an effective partnership with parents. She shares information with them on a daily basis through daily diaries, and parents are encouraged to contact the childminder at any time during the day if they want additional information about what their child is doing. This ensures that children's individual needs are routinely met. Links with other professionals who deliver the Early Years Foundation Stage are currently being forged and the childminder has identified this as an area for improvement to ensure continuity where children attend more than one setting. The childminder understands the importance of evaluating the service that she provides. The use of the self evaluation form enables her to clearly identify any areas for improvement and implement changes to enable her to facilitate and maintain continuous improvement. Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are very well protected. Premises are safe and secure and detailed risk assessments which cover all areas used by children and outings they participate in ensures that any potential risks to children have been minimised.

The quality and standards of the early years provision

Children are happy and confident in the childminder's care where they benefit from very good support and gentle encouragement to enjoy and achieve. They readily participate in a range of exciting activities which are challenging but achievable, ensuring children remain confident and motivated. The childminder knows each child exceptionally well. Planning covers all areas of learning and is flexible to incorporate children's choices and individual routines. The use of pertinent observation enables the childminder to plan and extend activities to ensure that children progress in all areas of learning and development at a pace suitable to their individual needs.

Children develop self esteem as the childminder offers praise and encouragement at all times. Children are building positive relationships with the childminder and are obviously happy and contented in her care, proudly showing her what they can do and asking her to join in their games with them, for example, when playing football and hide and seek in the garden. They develop positive attitudes to learning because the childminder shows an interest in everything they do. She is always close at hand with praise for every achievement, no matter how small. As a result, children make excellent progress towards the early learning goals. They delight in the individual time and attention they receive from the childminder as she involves herself in their play and offers sensitive encouragement to children to help them enjoy and achieve, for example, when playing with dinosaurs in shaving foam. The childminder supports individual learning extremely well by asking

questions that encourage children to think.

Children enjoy and participate in a wealth of exciting and interesting activities. They especially enjoy the wide variety of role play activities such as dressing up and using their imaginations in the role play area as it is transformed into a hairdressers or a tool shed. They benefit from time spent outside in the garden where they hunt for bugs and plant vegetables. They enjoy trips to a plethora of invigorating and inspirational venues, such as Forest Tots and The Snowdome. They are able to count spontaneously and use mathematical language during everyday situations, for example, when talking about their age and how old they have to be before they go to school.

Children are highly valued and respected as individuals and their specific needs recognised and met appropriately. They are cared for in a warm, welcoming, clean and safe environment and there are excellent procedures in place to protect them from illness and infection. They learn about healthy eating as they enjoy a range of home cooked meals such as jacket potatoes and home made soup. Mealtimes are social occasions where children sit round the table together and chat animatedly with their friends. They learn to keep themselves safe as they practise evacuation procedures and learn how to cross the road safely. They behave extremely well and respond to the childminder's high expectations of behaviour which encourages them to be kind to each other and use manners. Children are learning about the wider world as they access a range of resources and pictures which promote positive images of diversity. They celebrate festivals and use utensils such as chopsticks and Chinese tea sets. The childminder's wholly inclusive practise ensures that all children are welcome and made to feel special.

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?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met