

Inspection report for early years provision

Unique reference number	132800
Inspection date	09/06/2009
Inspector	Elaine Douglas
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 at her current address in 1998. She lives with her husband and their 12-year-old twins. Her husband works as her assistant when required. They live in a detached house in Peasedown St John, near Bath, close to shops, parks, schools and public transport links. All areas of the property are used for childminding and toilet facilities can be accessed on both floors. There is a fully enclosed garden for outside play. The family has fish in a tank.

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 children may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged over five years to 10 years. All of the children attend on a part-time basis. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to a local nursery and schools to take and collect children. She attends toddler groups and several local childminding groups on a regular basis. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's excellent knowledge of children's individual needs ensures their welfare and learning and development needs are extremely well met. Children's safety is given the highest priority. The highly effective partnership with parents, local schools and other carers contributes significantly to children making rapid progress in their learning and development. Children develop an excellent awareness of their own community and people's differences. The childminder is rigorous in evaluating her own provision and setting actions to ensure a high quality service, which is responsive to the needs of its users.

What steps need to be taken to improve provision further?

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

- continuing to develop the assessment systems in order to consistently identify learning priorities for each child

The leadership and management of the early years provision

The childminder has fully embraced the Early Years Foundation Stage framework and implemented it very successfully, to ensure very good outcomes for children. She regularly reviews her own provision and continues to set actions for

improvement. For example, she has evaluated her planning and assessment systems several times and made adjustments. She now has a well developed system which provides an accurate record of children's development towards the early learning goals. She is currently looking at ways of ensuring the recording of children's next stages in learning is consistent for all children. All of the extensive documentation has been reviewed and updated in line with the new legislation. It is well organised and provides extensive information for the childminder and parents, to ensure children's welfare is safeguarded and promoted.

The partnership with parents, other carers and the local school is a key strength and contributes significantly to ensuring children's individual needs are met. Consequently, children are extremely confident and happy in the childminder's home. Parents and children have very good opportunities to comment on the provision and make any suggestions. The childminder meets with other carers involved in the children's learning and development, which enables them to share information to provide relevant learning experiences. Children are safeguarded through the childminder's excellent knowledge of child protection issues, and well implemented systems, such as extensive risk assessments both on and off the premises. The childminder monitors her own development and is committed to continually updating her knowledge and skills.

The quality and standards of the early years provision

The uniqueness of every child is highly valued. Excellent attention is paid to observing children and recording their achievements. This enables the childminder to identify each child's next stages of development and plan exciting activities tailored to their individual needs. Both the childminder and parents use 'wow' stickers to identify significant achievements. These help to build children's self-esteem as they love looking at their assessment records. Resources and equipment are extremely well organised to enable children to explore and become independent learners. Daily routines provide excellent learning opportunities. For example, children wear high visibility vests when walking back from school and learn about road safety. They regularly practise the emergency evacuation procedures and engage in conversations about why it is not safe to re-enter the premises for a favourite toy. Children have daily opportunities to be outside to promote their health and physical development. For example, they grow and pick vegetables, use climbing equipment and experiment with moving items down lengths of drainpipe.

Children build good relationships, play well together and enjoy celebrating each other's special occasions. Bilingual children are very effectively supported in communicating in English and valuing their first language. An excellent range of resources provide positive images of people's differences. Babies explore using all their senses. They are encouraged to move and investigate to promote their development, and are kept safe through excellent supervision, for example, they are closely watched as they explore sand. The childminder reacts to their facial expressions and noises, thus promoting their communication skills. All children enjoy books both independently and with the childminder. Children benefit from an excellent range of planned adult-led activities, such as making their own pizzas,

planting seeds and junk modelling. The childminder regularly plans outings to extend children's learning, such as visiting Bath Abbey and Bristol Zoo. Children have excellent opportunities to initiate their own activities, for example, setting up an obstacle race. Consequently, children are motivated and develop a very positive attitude to learning.

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