

## Inspection report for early years provision

---

<b>Unique reference number</b>	223915
<b>Inspection date</b>	27/08/2009
<b>Inspector</b>	Valerie Fane
<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 was registered in 2000. She lives with her child aged 12 years in Shrewsbury. The whole of the property is used for childminding. Accessibility to the premises is up one step. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have two cats.

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. Numbers are increased if the childminder is working with a registered assistant. There are currently nine children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding. Children have a wonderful time with the childminder and make excellent progress in their learning because she provides a wide variety of well-planned activities alongside superb opportunities for free play. Her practice is fully inclusive and children's individual welfare needs are met extremely well because the childminder develops a strong relationship with their parents or carers and works in close partnership with them. Children develop a very good awareness of diversity because they have opportunities to play with children who have learning difficulties and/or disabilities and they learn about cultures other than their own. The childminder is committed to making ongoing improvements to her provision and has attended a wide range of training courses to update and extend her knowledge. She has completed a detailed self-evaluation of her provision and has clearly identified areas for future development but there is a minor omission in her documentation.

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

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

- improve the recording of children's hours of attendance to show the exact times of arrival and departure.

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

Children are safeguarded extremely well because the childminder has a very robust knowledge of child protection procedures. She understands the possible signs of abuse and she is fully aware of the procedures to follow when she has concerns about a child in her care. When necessary she works closely with the relevant authorities to ensure that vulnerable children are safeguarded. The childminder places great importance on safety and ensures that children receive care in a home that is free from hazards. In addition she carries out thorough risk assessments for all outings. The childminder's excellent practice is underpinned by robust policies and procedures but there is a minor omission in her recording of children's attendance.

Children flourish with the childminder because she works extremely closely with their parents or carers and with any outside agencies who are involved with particular children. Children are always well-placed to continue their learning at home because their parents are fully aware of what they are learning at the childminder's house. She gives parents daily verbal updates about what children have done and what they are learning and this is backed up by a very detailed diary illustrated with a wonderful range of photographs of children enjoying their play. Many parents use this for two-way communication and contribute detailed information about children's activities and development at home so that the childminder can provide additional support and encouragement. Children who have learning difficulties and/or disabilities receive excellent support because the childminder discusses their needs with parents and encourages them to seek help from outside agencies. She provides support for parents and attends meetings with them if they would like her to be involved. If children attend other EYFS provision's they benefit from excellent continuity of care because the childminder develops close relationships with the other providers, particularly with the teachers in the local primary school. She shares information, discusses any concerns and passes information between children's parents and their teacher.

Children benefit greatly because the childminder is totally committed to updating and developing her provision. She has a childcare qualification and she further enhances her excellent practice by attending a wide range of training courses covering many different topics. In particular she has attended extensive child protection training and many courses relating to implementing the EYFS. She is now booked on 'Letters and sounds' in the near future to enhance her support for children's communication, language and literacy skills. She has met the recommendation made at the last inspection and has made many additional improvements including moving house to a more suitable property with an interesting garden. She has completed a detailed self-evaluation form and is using this to identify further areas for future development.

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

Children have a superb time with the childminder and make excellent use of the lovely, well-equipped learning environment that she provides. They respond very

well to her calm manner and clear expectations for good behaviour so they are well-mannered and considerate of each other's needs and they are enthusiastic learners. They make outstanding progress towards the early learning goals given their starting points because the childminder has a secure knowledge of the EYFS. She plans and provides a very good balance of free play and structured activities to provide children with excellent opportunities to develop their play and learning as well as to develop skills for the future. Children are involved in the planning because the childminder uses mind-mapping discussions to include their ideas and some topics are built on children's particular interests while others are topics that the childminder feels will stimulate their interests in new areas. For example, she has planned a topic on recycling for next month because she believes it will interest the children. She observes children closely and has a clear understanding of their individual learning needs in each of the six areas of learning for the EYFS.

Children of all ages thoroughly enjoy regular outings with the childminder. One of their favourite destinations is 'Enginuity'. The toddlers develop their understanding of how things work by trying to make wheels turn on the machines. Older children play with the water canal and make a dam or like to build models using the construction toys that are available there. All children enjoy time in the soft play area and the childminder notes how younger children's co-ordination is improving.

Children develop an excellent understanding of healthy lifestyles. They make frequent use of the garden and go on regular walks to the local park as well as outings further away to places such as the Carding Mill Valley. In the garden pre-school children follow their interest in bugs and use a bug catcher with excellent co-ordination to collect a variety of insects and look at them closely. Babies have a patch of garden where they can use small spades to dig freely and explore the texture of the soil. Children learn about healthy foods because they grow and harvest their own vegetables and are very proud of their crops of beans, tomatoes and garlic. They take the produce home and come back and tell the childminder that they have used 'skype' to show their grandparents what they have grown.

Older children are very well involved in food planning preparation. If they have food provided by the childminder they help to plan their own menus. Pre-school children love to make their own 'smoothies'. They learn to use tools such as blunt knives safely to slice up strawberries and bananas to go in the 'smoothie'. They chat to the childminder as they work and count how many strawberries they are using. They develop their calculation skills because they decide they want one more and work out how many they will have used altogether. They learn to use new tools such as the orange squeezer to add some orange juice to the recipe. The childminder encourages their thinking and recall skills because she asks them what they will have to do next. When all the ingredients are in the mixer the children press the button and watch the 'smoothie' as it is mixed. They enjoy drinking it.

Children have a very well-developed understanding of diversity because the childminder cares for children who have learning difficulties and/or disabilities and all of the children play extremely well together and learn to accept one another's differences. They see posters and use a wide range of toys that reflect our diverse society. They regularly mix with children from other cultures when they meet other

childminders and their minded children. They celebrate festivals such as Chinese New Year by dressing up in appropriate clothes and going out for a meal at a Chinese restaurant.

## 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
--	-----