

## Inspection report for early years provision

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| <b>Unique reference number</b> | 112796       |
| <b>Inspection date</b>         | 19/10/2009   |
| <b>Inspector</b>               | Sylvia Shane |

|                        |             |
|------------------------|-------------|
| <b>Type of setting</b> | 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 2000. She lives with her husband and their four children, one of whom is under eight years. They live in a bungalow in Hythe within walking distance of shops, a park and schools. The main areas used for childminding are the playroom and the enclosed garden. The bathroom and the kitchen are adjacent and are accessible.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to provide care for a maximum of five children under eight years of age. She is currently caring for five children in the early years age range on a part-time basis and older children also attend. The setting supports children who have special educational needs and disabilities.

The childminder is a member of the National Childminding Association and is also a member of an approved childminding network. She holds the Certificate in Childminding Practice and a National Vocational Qualification level 3 in Childcare and Education and provides support for other childminders.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder is committed to providing an extremely high quality and fully inclusive service. This ensures that all children receive an excellent standard of care and education, tailored to meet their individual learning and development needs. A key strength to aid this, is the exceptionally good partnerships with parents and other partners of care and education. As a result, children are very happy and well settled with the childminder. Effective and ongoing monitoring of her service ensures that the childminder identifies and subsequently addresses areas for development, thereby demonstrating a clear capacity to maintain ongoing improvement and bring about positive outcomes for children. As a result, children make excellent progress.

## **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 plans to allow children to have easier access to the outside area in order to give them more choice and independence in choosing their play environment

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

A high priority for the childminder is the safeguarding of children. She shows excellent knowledge of the signs and symptoms of abuse and has systems in place to report any concerns. All adults in the household have been suitably vetted. She regularly updates her child protection training and frequently undertakes detailed risk assessments, identifying and immediately addressing any potential hazards. Regular daily checks on what she considers could be potential dangers mean that children are cared for in an exceptionally safe environment. For instance, fridge temperatures are regularly monitored and recorded as is all fire equipment. Equipment, such as high chairs, is replaced once it shows wear and tear.

The childminder shows an intense dedication and enthusiasm for the work that she does and children's best interests are at the centre of all that she does. She is committed to driving improvement through her own self-assessment and uses her own and the assessment of the network coordinator to reflect and continuously improve her practice. She is proactive and identifies and sources training to fill gaps in her knowledge. She knows this will improve her practice and therefore bring about positive changes for all children. With this in mind, she consistently thinks how to promote inclusion. For example, she attended Makaton training and now uses this with all children as an additional resource to aid and enhance their communication skills with her, and the other children. She has begun to use visual aids to encourage children who have not yet developed verbal communication skills to participate.

She has an excellent understanding of the Early Years Foundation Stage (EYFS) and provides a wide range of exciting play opportunities and activities to ensure that children make excellent progress in all areas of their learning and development. A key strength is that she is able to adapt these activities to ensure that all children are included at a level that suits their needs. She consistently reviews her resources to ensure they meet the needs of all the children. She encourages children in making some of them, so they have sense of pride and ownership.

The childminder is praised by parents for exceeding their expectations and for the ways she works in partnership with them. This is evident from the exceptional amount of good quality information the childminder provides. In response to this professional but personalised approach, parents are able to contribute and make suggestions about their children's learning and development and individual routines are agreed. Through the sharing of daily diaries and excellent up-to-date development records as well as the on going verbal communication parents say they are fully informed about their child's welfare and learning.

In agreement with parents, the childminder works in a professional manner with link agencies to ensure that each child gets the support they need. All records are shared and this cohesive and holistic package of care and targeted learning contribute to all children having the opportunities to reach their full potential. The childminder regularly works as a support childminder to share her professional

expertise to help enhance or improve the outcomes for children beyond her setting.

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

Children play in a calm, comfortable and vibrant child-oriented environment, where a flexible approach to routine is based on children's individual needs and their stages of development. Children are extremely happy with their childminder. Babies show that they have developed a secure attachment to her and, as a result, they feel exceptionally secure and safe. For example, she understands that they are unsure of strangers so holds and cuddles them. She reassures them until they develop confidence and are distracted in play before drawing away to let them explore things for themselves. The childminder takes into account the wishes of the parents and ensures that where ever possible children follow the routines set at home. For example, sleep and feeding patterns. Babies are given spoons to explore in preparation for them learning to feed themselves. The childminder is delighted when the children achieve and gives lots of praise, for example, when babies first learn to drink from a cup after exploring it for a while or when they attempt to eat their first lumpy food. The childminder provides a very safe and stimulating environment in which babies are keen to explore. She places favourite toys just out of reach so that they need to stretch to get to them and challenge their bodies and therefore begin to learn to crawl. This experience is enhanced by the use of tunnels and music mats.

The childminder is exceptional in promoting children's language skills. Singing rhymes and regularly signing to babies and children as an alternative form of communication. She provides additional resources for story times to capture children's attention, for example, she uses glove puppets. When reading Handa's Surprise she uses real fruit, this makes it meaningful and brings the story alive. Babies are developing a love of books and are keen to explore their favourite ones. They sit extremely relaxed and point to the bright pictures as the childminder asks them about what they see. They explore the textures and the childminder introduces a wealth of language. She listens exceptionally well to babies and respond to the sounds that they make. This mirroring of language encourages them to make new sounds and, as a result, they are keen to engage with her. The play room and other areas used by children are rich in text and, as a result, some older children are learning to recognise the letters in their name. They practise writing skills as pads and pencils are readily available alongside other play activities.

Older children are learning to develop healthy lifestyles. They learn to be fit and active as they go outside daily. Photographs show children negotiating and climbing up the slide and smiling with a sense of achievement. Indoors they have great fun bouncing on spare mattresses placed on the floor or using the interactive programmes the childminder has invested in. All this helps to develop their large muscles and improve their coordination. They identify the weather and the clothes they should wear so that they learn about what their bodies need. Children are involved in digging and growing the food that they eat, such as, potatoes and

peas. The childminder is very keen to further improve the access to the garden area. She has begun planning changes in order to create a play environment that allows children to freely choose where they want to play moving from inside to outside at their leisure. Healthy eating is encouraged in numerous ways such as cooking and sampling food. Lately the childminder has introduced a reward chart for children who successfully eat fruit and vegetables.

Children receive lots of praise for the huge efforts they make, for example, when they first recognise the colour the childminder has been trying to teach them all week. When they have done their best colouring to date it is put up and displayed proudly. This develops children's self-esteem and generates a positive attitude to learning. The childminder is very mindful that children need to achieve at their own rate so does not make comparisons between children. She values their uniqueness and plans very effectively for individual children. Regular sensitive observations take place on all children and these are recorded and shared with parents and together they identify gaps and plan for the next stage of learning. The childminder is using the early years curriculum very effectively. As a result, children are making exceptionally good progress in line with their developmental stage.

Children learn how to keep themselves safe because the childminder places a strong emphasis on this. The childminder use innovative ideas to reinforce the importance of safety. For example, they are in the process of developing a road safety book to reinforce this very important message. They have already developed a book and sing rhymes and songs about the importance of washing hands properly and of protecting others from germs when they sneeze. The rules are discussed and agreed with the children. They have each had their photograph taken mirroring the behaviour expected of them and these are laminated and displayed below the rules as a prompt for those children that cannot read. As a result, children have a sense of ownership and comply with them. Children become aware of the sound of the smoke alarms going off because the childminder ensures that all children practise how to evacuate her premises at least once a month. The childminder works hard to ensure that children develop the understanding and confidence they need to say 'no' to strangers and this message is reinforced through the colourful poster displayed.

Children are provided with a vast range of good quality toys and equipment most of which is stored in the dedicated playroom. Many of the toys and activities are easily accessible and children make independent choices about what to play with and get it for themselves. Toys are stored in clearly labelled boxes which have pictures on them so that even the very young children can still choose. Some of the older children's toys are stored at a slightly higher level and then they are able to ask the childminder to get them down.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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

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