

Inspection report for early years provision

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Inspection date	19/10/2009
Inspector	Elaine Douglas
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.

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Description of the childminding

The childminder was registered in 1996. She lives with her husband and two teenage children. They live in a house in Wrington, North Somerset, close to shops, parks, schools and public transport links. The whole of the ground floor is used 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 children may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 10 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school and pre school to take and collect children. The childminder is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. The childminder holds a level 3 childcare qualification and sometimes has a college student working on placement with her under supervision.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder gets to know the children extremely well and provides highly effective support in a welcoming environment. She organises her daily routines and premises to meet the care and welfare needs of all the children. An excellent partnership with parents and other providers ensures that children make very good progress in their learning and development, and no child is disadvantaged. High priority is given to children's safety both on and off the premises. The systems to ensure continuous improvement are very effective and ensure that the childminder is successful in providing very good outcomes for children and meeting individual needs.

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 match the observations of children to the expectations of the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded through excellent supervision and procedures. Extremely well documented information is in place, including records of any medication or first aid administered. Children's personal information is well organised and stored confidentially. The childminder has an excellent awareness of child protection issues, putting children first and recording and reporting any concerns. She has extensive written information for further guidance and has booked onto further training to continue to keep her knowledge up to date. Thorough risk assessments are carried out on the premises, activities and any outing, to ensure procedures and equipment are in place to minimise risks while enabling children to develop. All adult members of the household have been checked for their suitability and the student on placement is never left unsupervised with children.

The childminder uses extremely effective systems to evaluate her practice and set actions for ongoing improvements and personal development. For example, she has started to use pictures to label all of the boxes of resources, to enable children to be more independent in making choices and ensure an inclusive provision. She is increasing how often the children practise the emergency evacuation procedures to ensure all children take part. She uses her self-evaluation as a working document and continually reviews it. Currently she is looking to increase her resources for children to experience information and communication technology. Children now have access to a wide range of resources that reflect positive images of people's differences and the diversity of the wide world. This helps to promote a positive attitude and was raised as a recommendation at a previous inspection.

Parents are welcomed into the setting and are provided with extensive information, both written and verbal, which keeps them extremely well informed of the provision and their child's development. Parents provide very good information to enable the childminder to keep children safe and promote their welfare, for example, who has parental responsibility, if any other professionals are involved with their child, and any cultural or religious needs. Extensive consent forms ensure parents' wishes are met and children are protected. The childminder very effectively liaises with other providers to provide consistent and coherent learning opportunities for children. The excellent organisation of the childminder's premises, time and documentation, overall, promotes outstanding outcomes for children.

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

Children have excellent opportunities to take part in a very good range of challenging and exciting activities based on their own interests. For example, children make their own musical instruments and enthusiastically use them. The premises and resources are well organised and enable children to make choices. The childminder makes regular observations of the children's achievements and each term identifies their next steps. Although the assessments are not consistently linked to the early learning goals the childminder demonstrates a very

good knowledge of each child's abilities and areas for development. Consequently, she successfully promotes individual learning and development through purposeful play and access to resources.

The childminder makes good use of the whole of the ground floor and outside area. This ensures that children have good space to play and development is promoted through their individual learning styles. For example, children who prefer being outside, use their imagination in role play, develop mark making skills with chalk and water, dig in the garden, chase after bubbles and use a range of physical equipment. Children benefit from good interaction. For example, the childminder asks them questions to think and find out more.

The childminder explains why boundaries are in place, for example, to keep themselves safe. She provides a good role model, has high expectations and praises children for being kind to each other. She encourages good manners, sharing and taking turns. Consequently, children are polite, extremely well behaved and value each others' contributions. Children are encouraged to be independent and to do as much as possible for themselves or with appropriate support. Children develop respect for themselves and those who are different from them through accessing good resources and activities, and engaging in sensitive discussions.

Children develop an excellent awareness of safe and healthy practices. They learn about road safety when off the premises and how to use equipment safely. For example, they know they must remain at a table when using scissors and how to handle a knife when preparing their snack. Children blow their own nose, put the tissue in the bin and then wash their hands to prevent spreading germs. They wash their hands after being in the garden, before eating and after using the toilet, and younger children are protected through the childminder's hygienic nappy changing procedures. Children are provided with individual towels and liquid soap. All children are able to access drinks at any time and are encouraged to make healthy choices for their snack.

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	2
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	2

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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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