

## Inspection report for early years provision

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<b>Unique reference number</b>	161802
<b>Inspection date</b>	14/12/2009
<b>Inspector</b>	Susan Esther Harvey
<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.

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## **Description of the childminding**

The childminder was registered in 1993. She lives with her husband and three adult children in Chippenham, Wiltshire. Most of the childminder's house is used for childminding. There is a downstairs toilet for children to use and they have access to an enclosed garden for outside play. The family have two dogs and two cats as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, no more than three of which may be in the early years age group. She is currently minding three in this age group, some in part-time places. She also offers care for two children over the age of five. The childminder is registered to care for two children overnight and is registered to work with an assistant.

The childminder attends several toddler groups and collects children from the local school and pre-school. She has a level three qualification in Childcare and Education.

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

Overall the quality of the provision is outstanding.

The childminder is very inclusive in her practice and gives each child the opportunity to learn through play using their own experience and choice of activity. Children make excellent progress in all six areas of learning and their individual needs are successfully met. Children's welfare is significantly enhanced by the childminder's promotion of their safety. Partnership with parents, and with other settings which the children attend, is highly organised which contributes very effectively to their development and well-being. The childminder's system for reflecting on her own practice is highly developed and has a clear impact on learning outcomes for children.

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

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

- further enable children's learning and link the meaning of words to pictures and that they begin to be aware of the way stories are structured

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

The childminder is experienced in the care of children and is extremely aware of her responsibility to safeguard children. She is proactive in attending training and

up-dating herself with the latest legislation through access to the necessary documents from the internet. There is a highly effective system in place to protect children from people who are not vetted in the home and on outings. Safety is of prime importance to the childminder who has identified areas of risk while children are in the home and when they are off the premises. This includes the use of an emergency bag, the contents of which cover all types of emergencies.

The childminder has a very effective and comprehensive system in place for reviewing her practice and self-evaluation; this accurately highlights any areas for development. The childminder is constantly improving her practice through advanced level of training and childminding accreditation. She has an excellent network of communication in order to work with other settings and agencies which support individual children. For example, information is exchanged between settings with regular reviews taking place. Parents and children are asked for their views and comments are acted upon, which improve outcomes for children. For example, American Thanksgiving was introduced as a new festival following a request from a parent. The childminder emailed the grandparent in America showing pictures of the activities children had taken part in so that the celebration could be shared both sides of the Atlantic.

The experienced childminder organises her day very well in order to provide children with constantly high levels of learning opportunities in a secure environment. She successfully implements the Early Years Foundation Stage framework which is evidenced in the detailed recording of children's observations and assessment which also related to the next stage of their learning. Close contact with parents through daily diaries and photographic evidence gives them the chance to see how their children are developing and what they are learning each day.

Equality and diversity is promoted through the excellent selection of toys and books which children can access easily. Role play is important to the children who initiate the idea themselves, with the childminder providing the resources. An example of this is setting out a blanket to create a picnic in the dining room. The children and childminder sit around the edge making tea and eating pretend food; they talk about the summer and what they did on their outing to the zoo when they had a real picnic.

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

Children's health and safety is promoted exceedingly well. They quickly learn about healthy living and personal hygiene through regular routines, such as cleaning their teeth after snacks and meals. All children have their own tooth brush and can choose between ordinary and sparkly toothpaste. Each child has their own personal colour for towels and bedding; this also extends to their learning journey file identifier. They are able to hang their coats on a coat hook set at their height and are gently reminded to wash their hands after using the bathroom by following a poster with cartoon pictures. As a result, children are receiving a clear message about how to prevent the spread of infection. Children confidently choose that they

would like to eat for snack and are often seen drinking from their water bottle left in a prominent position, so that it can be easily reached. Children are able to explain fully, how they keep themselves safe by taking part in an emergency evacuation drill. They know to put away toys after use, in order to keep the floor clear.

Children are extremely happy and content in the care of the childminder. They actively contribute to their own learning and delight in painting brightly coloured paint on paper then sprinkling it with glitter and making necklaces from large colourful disks. They share toys and enjoy each other's company while designing a train track around the floor. Children's physical development is enhanced through regular swimming sessions with the childminder. The provision of resources, to help with young children's coordination, plays an important part in developing their fine motor skills. Children enjoy looking at books and listening to stories. However, opportunities for children to link the written word to pictures or learn about the way stories are structured are not fully utilised.

The childminder is patient and kind, she promotes a positive consistent approach to managing behaviour to which children respond well. They know just what is expected of them and act immediately. The childminder uses other forms of communication with babies and has a pictorial record of the signs ready to use when needed. Children enthusiastically talk of various outings they have enjoyed and other people involved in their lives. They visit the local duck pond, garden centre and physical activity centres where they can meet and socialise with other children. This effectively gives children a sense of their own place in the local community. They are introduced to the wider world through festivals, such as Chinese New Year, and develop skills for the future as they take part in cooking activities and a variety of role play experiences. The childminder acts as a good role model, interacting with the children in order for them to succeed to the best of their ability.

## 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

<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

<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

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### Outcomes for children in the Early Years Foundation Stage

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