

## Inspection report for early years provision

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<b>Unique reference number</b>	161832
<b>Inspection date</b>	18/03/2010
<b>Inspector</b>	Jan Healy
<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 registered in 1992. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother in the town of Corsham, between Chippenham and Bath. She is registered to care for a maximum of six children under the age of eight years and is currently caring for four children in the early years age group. There is easy access into the home and parking is available.

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

Overall the quality of the provision is outstanding.

The childminder is committed to ensuring children have high quality care and have the opportunity to make continuous progression in their learning. Equality and diversity is assured and all children have access to all the resources available, as they are stored within easy reach. The children are making exceptional progress in their development as the childminder is imaginative in her planning of purposeful and dynamic play. The childminder successfully evaluates her provision and puts plans in place for future improvements.

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

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

- update the complaints procedure to ensure it contains the current address of the regulator

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

The childminder has an excellent understanding with regard to safeguarding the children in her care. She has accurate knowledge about the procedure to follow in the event that she witnesses a concern and about whom to contact. As she knows the children in her care extremely well, she is swiftly alerted to any change in the children's appearance or behaviour and records are retained about any pre-existing injuries.

The childminder has an exceptional understanding with regard to the Early Years Foundation Stage and plans an extensive range of exciting opportunities for the children to further their learning and development. Observations take place regularly, with this information helping to inform future planning to aid the children's continuous progression. Parents have access to their records and have the opportunity to add their comments should they wish to do so. An excellent range of resources are extremely well organised at the children's level. This ensures they are easily accessible to all the children to help them access toys and

resources independently. There are resources such as dressing up clothes, jigsaws and books that represent positive images of diversity. These, as well as learning about festivals, help children learn about the diverse society they live in and develop respect for themselves and others.

The childminder works successfully with the parents, as well as other providers who deliver the Early Years Foundation Stage, to ensure consistency of learning and care. Photographs of the children taking part in a wide range of activities are readily available for the parents' perusal, helping to keep them up to date about the children's day. Written records are easily accessible which help to gauge the stage of development the children have reached and information is shared about how they will achieve continuous progression. However, the procedure for the parents to raise a concern has not been updated to include the current address of the regulator.

The childminder is committed and motivated in providing the children with a happy and peaceful environment where they play and learn in contentment. Therefore, she continually strives for improvement, making use of a comprehensive method of self-evaluation to help her to identify areas for improvement, for example, to provide the children with computer equipment, to help further their skills for the future.

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

Excellent strategies are in place to ensure the children remain healthy and free from cross-infection. The children are taught about the importance of maintaining their own personal hygiene for example, to discard paper tissues after a single use and to thoroughly clean their hands when necessary. A healthy and nutritious snack mid-morning and afternoon is taken with the children sitting together, making for a sociable occasion when they chat to each other about events that are important to them. The childminder takes this opportunity to extend the children's vocabulary, by introducing them to new words. They have the benefit of accessing a vast range of apparatus which they climb with increasing confidence as well as riding wheeled toys, which helps to further their fitness and stamina. Daily walks are taken to various places, such as the local woods, where the children learn about plants, flowers, brambles and about the changing seasons. Extensive precautions are taken to ensure the children remain safe at all times. The children explain the procedure they follow in the event of the fire alarm being heard and how they hold on tightly to the childminder's hand when on outings and listen carefully for traffic before crossing a road. They discuss the need to tidy away the toys after play to help prevent trips and falls. The childminder holds a current first aid certificate and is confident to deal with an accident, all of which is shared with the parents. Written parental permission is sought for the seeking of emergency medical treatment or advice, to prevent the delay in the children from receiving the care they require. Risk assessments contain substantial information about the possible hazards, which the childminder eliminates.

The children's behaviour is exemplary, as they are happy, content and are

encouraged to make a positive contribution. They play in cooperation with their friends and help each other, for instance to fasten their buttons on their outdoor coat when they wish to play in the garden. The children have access to a vast range of resources that provide positive images of diversity and they are taught that although everyone is different, all are just as important. As the childminder is an excellent role model whom the children emulate, there is a harmonious atmosphere. Children have access to an enormous range of toys and games, which aid their learning and development, and provide them with stimulating and challenging. Children design and create a variety of three- dimensional models which the childminder are designed and created, with the children altering their work to suit their interest. They enjoy making use of electronic games, helping them to further their skills for the future. Trips are taken to the local garden centre, where the children experience the care of geckos, crickets, hamsters and blue eels. Spontaneous interest is encouraged, for example, when a child noticed a spiders web, he was encouraged to look closely at the pattern and drew it using chalk. The children grow chilli plants, watercress, thyme and mint whilst being encouraged to learn about living things.

## 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

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