

Inspection report for early years provision

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| Unique reference number | EY263081 |
| Inspection date | 08/12/2009 |
| Inspector | Clare Stone |
| Type of setting | Childminder |

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 June 2003. She lives with her husband and two school age children in Newington. The ground floor of the premises is used for childminding with facilities for children to sleep upstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. There are currently five children on roll, all of whom are in the early years age group. All children attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

School, pre-school, toddler group, shops and parks are a short distance away. The family has a pet dog. The childminder is an accredited childminder and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an exemplary understanding of the Early Years Foundation Stage (EYFS). Activities are well thought out and help children make very good progress towards the early learning goals. Partnership with playgroups, parents and outside agencies are in place to ensure consistency. There are substantial and detailed systems in place for self evaluation, and the childminder is aware this is a working document. The childminder attends regular training and recommendations from the previous inspection have been met and extended. This helps promote outstanding 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:

- continue to use reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- continue to use mathematical understanding through all the children's early experiences including stories, songs, games and imaginative play.

The effectiveness of leadership and management of the early years provision

Children are very well protected because the childminder has completed training in this area and is able to recount the procedures to follow in the event of any concern about a child in her care. Policies and procedures reflect this. There is also

information to assist the childminder and telephone numbers for support. The childminder keeps records of visitors to ensure only suitable people have access to the children she minds. This ensures the welfare of every child remains of paramount importance. Risk assessments are in place and reviewed on a regular basis. Smoke detectors are tested and there is an evacuation plan in place which is practised to ensure children are safeguarded. Children are encouraged to learn to be responsible for their own safety, such as helping tidying up and not running indoors.

Outcomes related to children's progress in relation to their starting points are very good. Equipment, toys and furniture are of high quality and suitable for the ages of children they support. The environment is warm and welcoming and pictures/photos displayed on the walls give children a sense of belonging. Children benefit and thrive as a result of the setting they are in.

Inclusion is imbedded throughout the heart of the childminder's work. Children are developing at a pace that is suitable for them. The childminder effectively and actively promotes equality and diversity, ensuring children's differences are celebrated. Consequently, the outcomes for children and their experiences are positive.

The childminder is fully committed to improving the service she provides. She has completed a self-evaluation form which clearly states the aims and objectives for her business. The childminder ensures she takes into account parents and outside agencies to help her evaluate how effective she is in imbedding ambition and driving improvement. All documentation is in place. It is extremely well organised and up-to-date.

Working in partnership with parents and outside agencies is excellent. The childminder is highly committed in establishing effective working relationships. Parents receive newsletters to inform them of their children's activities and snacks. This allows parents to be involved in their children's day. References clearly state how happy they are with the childminder's service and how they are kept up-to-date via daily contact books or verbal feedback.

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

Children have a fantastic time at the childminder's. They have access to an enormous range of resources, where they can pick and choose what they want to play with. Children look forward to attending and are active learners. Relationships are strong and children show high levels of independence, curiosity, imagination and enthusiasm. This is evident when children were waiting to paint and stick a Christmas character. They were jumping up and down with excitement and could not wait to get started.

Planning for children's activities is in place and covers the six areas of learning. The childminder is very flexible and likes to follow the children's interests enabling them to enjoy their learning and evaluate how they are progressing. The

childminder makes observations on children's developments and plans their next steps at a pace that extends their knowledge but is achievable and does not knock their confidence. This is only achievable due to the childminder's extensive knowledge of the EYFS and early learning goals.

Children are secure and feel at home in the setting. They show an excellent understanding for what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children have learnt how to play with equipment at the childminder's and use it in a responsible manner. High quality adult interaction and very good organisation help the babies and younger children gain a strong sense of security.

All children show a very good understanding of the importance of following good personal hygiene routines. They know about healthy eating and make healthy choices at snack and meal times. Daily access to outside play encourages children to except exercise as an important part of living and choosing a healthy lifestyle. Children asked for bananas and breadsticks for snack and enjoyed helping prepare their own food. Children have a wide variety of stimulating activities, such a going to the farm, local shops, library and the beach. This allows children to explore and investigate in a controlled and safe environment.

Children are doing really well in developing skills for the future. They are progressing in areas, such as communication, literacy, numeracy and communication technology. Children take pictures with cameras and then help load them onto a digital picture frame and show great enjoyment at seeing themselves. The childminder reads books and children like to listen to stories and the accompanying book to see that marks have meanings. The childminder talks to the children about volume, size and number recognition. This helps children to organise their thoughts and make sense of the world around them.

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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| 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

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

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| 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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