

Inspection report for early years provision

Unique reference number	EY333337
Inspection date	09/12/2009
Inspector	Clare Stone

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.

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 2006. She lives with her husband and three children, all of whom are school age, in Folkestone, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time. There are currently six children on roll, all of whom attend on a part time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent/toddler groups. The family have one cat, one rabbit and one guinea pig.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of the Early Years Foundation Stage (EYFS). Children are safe and secure and the childminder successfully promotes children's welfare and learning. Partnership with parents, playgroups and other agencies are a key strength and are significant in making sure that the needs of all the children are met, along with any additional support needs. This means children are developing very well, given their age, ability and starting points. Consistent evaluation and commitment by the childminder ensure priorities for development are identified and acted on. Recommendations from the previous inspection have been met and the childminder has a detailed self-evaluation form in place to record and monitor her strengths and weaknesses.

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 use reflective practice and self-evaluation to identify strengths and priorities for the development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is very clear on her role and responsibility to protect the children in her care. Her knowledge on safeguarding issues are robust and she is able to ensure the welfare and safety of all children she minds. All adults who have access to children are suitable to do so and the childminder takes out forms and emergency contacts on outings to ensure children's parents are obtainable. Outings are risk assessed, and the indoor risk assessment is very detailed to ensure children safety is paramount. Children are given opportunities for

independence and take responsibility for their own safety, such as gentle reminders not to run or climb on the furniture. This helps children understand what could happen if they do not take steps to ensure their own safety.

All the required documentation for the safe and efficient management of the childminder's service is in place. The childminder has added policies and procedures to ensure children are safeguarded. The policies are up to date and clear for parents to understand. The childminder has plenty of other information for parents to read and is keen to meet them first to show how she works. The childminder has high aspirations in all areas of her business and provides children with exemplarily quality care and education.

Children benefit from the childminder's drive and enthusiasm to keep up to date in all areas of training. Rigorous and extensive monitoring and self-challenge enable the childminder to devise well targeted plans. The childminder is motivated and driven, resulting in children's achievements and well-being are exceptionally high. All children are valued as individuals and outcomes for children and their experiences are positive.

Resources in the setting are plentiful. There is a purpose built room in which the children can play in and toys are within easy reach. The childminder follows the children's interests and is mindful to ensure play is fun and stimulating as she is fully aware that children learn when they are happy and content. Children thrive as a result of the setting they are in. The childminder is taking well considered steps to ensure the resources are fully sustainable.

Partnership with parents and other agencies is outstanding. Parents receive a magnitude of information about the childminder's service. They are welcome to stay with their children and the childminder prides herself on her rapport with all her parents. Parents and carers are heavily involved in decision making on key matters affecting the setting through well established and inclusive procedures, including self-evaluation.

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

Children have a wonderful time with the childminder. There is a purpose built room for children to play in with a magnitude of toys. The childminder plans exciting and stimulating activities for the children to take part in and they can always change and select other toys if they wish. Children cannot wait to get to the childminder's and she has had many of her children for a long time.

Planning is exceptionally detailed with clear indications of children's starting points and their next steps. Parents are included in their children's development and can write notes in their care diaries. The childminder meets children's individual needs by knowing her minded children really well. She makes sure that her home is warm and inviting and children flourish due to the care and attention they receive from the childminder.

Children feel safe in their surroundings as they look to the childminder for support and she scoops them up for cuddles. They call her name when needing assistance and proudly show her their work. Children safely use a range of tools and equipment and know how to handle these in order to keep safe. Their understanding of safety issues are exceptional and kind encouragement from the childminder prevent children from becoming injured. The high quality of adult interaction and exemplary organisation of routines help babies and young children to gain a strong sense of security.

Children show an very good understanding of the importance of following good personal hygiene. They understand why they need to eat healthy and take part in activities, such as reading, outings and games which help them continue to make healthy choices. Children are learning to take ownership for their health and well-being and can demonstrate they are well informed about being healthy. Children bring their own packed lunch and the childminder is flexible to provide meals and snacks should the parents wish.

Children's enjoyment and attitude to learning is excellent. Children show high levels of concentration, and their desire and willingness to take part is exceptional. Children behave very well and the childminder feels this because the children are always busy playing. Children make friends very easily and slip into life at the childminder's. They are given plenty of praise and encouragement which helps build children's self-esteem and confidence. All children are valued and engage in a wide range of activities and experiences, which help them value diversity.

Children are gaining outstanding skills for the future. They are skilled in communication, literacy and numeracy. Children are high achievers and each child's work is celebrated for their own achievements. The childminder is skilled at extending children's play and when to leave them to explore and investigate for themselves. Helping children take responsibility for their own learning and happiness.

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	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