

Inspection report for early years provision

Unique reference number	300566
Inspection date	26/11/2009
Inspector	Geneen Yvonne Hulse-Brown
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 has been registered since 1999. She lives with her family in a large detached property in Sheffield. Local schools, shops and parks are within walking distance. She has a son aged 12 years old.

Children have access to all ground floor rooms, including the kitchen, dining room, sitting room, conservatory and playroom, with upstairs access to two bedrooms for sleeping and two bathrooms. There is a fully-enclosed area to the rear of the property for outdoor play. The premises are accessible via a small step to the back door. The family has a dog and a pair of love birds.

The childminder is registered for the care of six children under the age of eight years old, and is presently caring for seven children in the early years age group. She offers care for children up to 11 years of age and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder meets regularly with local childminders and is accredited to the Sheffield Childminder Network, and is a member of the National Childminding Association. She holds a National Vocational Qualification level 3 in Childcare and Education, and has built good links with other providers of early education and childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely reflective in monitoring her provision, and recognising her strengths and areas to build on. She demonstrates high regard for evaluating and assessing her performance and accesses all training opportunities available to her. Children are extremely motivated, as they undertake a wealth of exciting experiences in an inspiring environment. The childminder is meticulous in tailoring activities to individual children, to ensure they attain new skills to achieve their full potential. She is very knowledgeable and passionate about her work, planning activities and experiences that continue to challenge and stretch all children in her care. Well-established partnerships with parents, carers and other providers effectively support children's ongoing development.

What steps need to be taken to improve provision further?

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

- consolidate parents' involvement in the organisation of the childminding service.

The effectiveness of leadership and management of the early years provision

The childminder's excellent understanding of safeguarding issues ensures that children's safety is paramount. Meticulous risk assessments are completed and implemented effectively to maintain a safe and secure environment for children. An extensive range of comprehensive policies and procedures is consistently shared with parents, and effectively support the organisation of the childminding service. They continue to reflect current guidance, due to the childminder's systematic approach to updating and sustaining information. A major strength of the provision is the childminder's reflective approach to self-assessment, as she continually monitors and evaluates her practice to identify potential changes. The childminder demonstrates a high commitment to personal and professional development, evidenced through her training plan and accessing of all available training opportunities. She has a proactive approach to seeking fresh and innovative ways to enhance the service offered, considering the views of children, parents and other professionals as part of her ongoing reflection. Her excellent knowledge and understanding of the EYFS effectively supports her to complete extensive records for all minded children. Comprehensive and meticulously-kept observations and assessments of children's achievements identify the next steps in the learning process, complemented by individual activity plans that identify their learning objectives.

Extensive, high-quality resources are freely available throughout the home for children to make active choices with. The childminder allows them space to extend their independence to become active and independent learners. Excellent organisation of an imaginatively-planned environment ensures that activities are well-presented and inviting. Children make simple risk assessments as they explore a wealth of safe and secure equipment, both indoors and outside. High-quality resources effectively promote children's awareness of diversity, supporting them to recognise differences. The childminder's extensive knowledge of children's backgrounds enables her to raise their awareness and learn to respect each other. Children are totally at home with their childminder; they delight in sharing home events, and recalling outings as they look at photographs together.

Parents receive a wide range of comprehensive information regarding the childminding service to keep them aware of working practice. Numerous opportunities ensure that they are fully aware of their children's progress and achievements. Well-established and cohesive relationships effectively contribute to the consistent sharing of information and ensure that they are consulted and involved in their children's learning. The childminder has identified that developing additional opportunities for parents to become more involved in the organisation of the service offered will enhance working practice and promote outcomes for children. Innovative children's records include examples of their work and photographs of them immersed in a wide variety of exciting activities and experiences. The childminder is accredited to her local childminders' network and has established strong links with other providers. She offers shared care to children with a fellow childminder. They effectively share records and observations

with other providers of childcare and education, to ensure a consistent approach to the care and development of individual children.

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

The childminder uses her extensive knowledge of EYFS effectively to promote children's all-round development. Children are proactive in choosing what to do, and become independent learners and investigate with confidence due to the excellent organisation of the environment. They are highly motivated and stimulated to undertake new challenges and explore fresh experiences, laughing heartily as they play together. The inspiring and child-friendly surroundings encourage them to build on their own ideas by selecting resources that add to their experiences and extend their imagination. Well-planned routines effectively cater for individual children, as the childminder provides outstanding support to broaden and consolidate their learning. Children are very confident as they access numerous easily-accessible resources and activities. They demonstrate high levels of self-esteem and are very confident, as they play together cooperatively. Activity plans personalised to individual children based on their ages and abilities stretch their imaginations to build on what they know and can do. Children make rapid progress towards the early learning goals given their starting points, as they have space to reason, think and question how things work. Innovative and comprehensive observations effectively contribute to children's profiles, clearly identifying the next steps, with information from parents completing the picture. Inventive planning and meticulous organisation ensure that children enthusiastically enjoy numerous activities and experiences commensurate with their ages and abilities.

Children establish warm and caring relationships with the childminder and others, resulting in behaviour being very good as they are constantly busy and occupied gainfully. They demonstrate high levels of concentration as they complete mosaic pictures using shapes, correctly differentiating and naming all shapes used to make the pictures. The childminder is extremely skilful at building and extending activities to maintain the children's interest and create fresh learning opportunities. Younger children enthusiastically explore tactile experiences as they investigate treasure baskets with increasing curiosity. They discover simple technology as they press buttons and push switches on 'cause and effect' toys to get desired effects. Excellent interaction, consistent praise and encouragement consolidate children's knowledge and widen their understanding. Children enjoy listening to stories, joining in and extending their vocabularies as they recall familiar parts. They chatter together constantly, questioning visitors and engaging in conversation as they recall what they have done at playgroup. Children confidently develop their imaginations as they dress, undress and put pretend nappies on dolls with increasing dexterity.

Well-understood daily routines introduce children to safe practice, as they learn to cross roads properly on outings and confidently negotiate their way around the setting both indoors and outside. They know not to wander off in the park and are made very aware of the importance of not talking to strangers away from the

home environment. Visitors are introduced to children to let them know that the childminder trusts them to be in the home. Emergency evacuation procedures are practised and recorded regularly, and ensure that children clearly know how to respond without fear. Sensitive reminders help children learn how to keep safe in the home, for example on how to negotiate the stairs with care. They develop an excellent understanding of their own capabilities, as they sit carefully at the table and older children know to move small pieces out of reach of younger children. Daily walks, exercise and outdoor activities actively promote children's good health and well-being. The childminder takes the children on numerous walks, only using transport for journeys further afield; this successfully contributes to their understanding of healthy living. Children's understanding of their environment and the wider world flourishes, as they are extremely motivated to use every opportunity to investigate and explore indoors and outdoors. Feeding the birds and watching creatures in the garden increases their knowledge of the natural world.

Children sit together to enjoy healthy and nutritious meals and snacks provided by their childminder. They help chop up bananas using the appropriate cutlery and share grapes into dishes for after lunch. Children have great fun helping in the garden, growing fruit and vegetables. Good hygiene practice receives high regard as children learn good habits, using wipes and antibacterial gel to remove germs. Children show very good personal skills as they take turns, share and help tidy away. They enthusiastically undertake a broad range of opportunities to extend their natural curiosity as they paint and explore textures to create posters and collages. Children inquisitively explore number and maths language as part of everyday activities. They confidently use early problem-solving skills as they fit jigsaws together and construct models using different construction materials. The childminder successfully uses excellent photographic evidence to support children's progress and achievements. Children see themselves in photographs and excitedly recall what they were doing and who they were playing with.

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