

Inspection report for early years provision

Unique reference number	220320
Inspection date	20/01/2010
Inspector	Hayley Lapworth
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1999. She lives with her husband and son aged 11 years in East Farndon, near Market Harborough in Leicestershire. The whole of the downstairs of the childminder's house and two bedrooms upstairs are used for childminding. There is a fully enclosed garden for outside play. The family has two dogs, a cat, a rabbit and a guinea pig.

The childminder is registered to care for a maximum of six children at any one time. There are currently eight children on roll, four of whom are within the Early Years Foundation Stage (EYFS). Children attend on a full- and part-time basis. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children really enjoy their time with the childminder where all of their welfare and learning and development needs are superbly met. She provides them with exciting learning opportunities and has an extensive knowledge of each child's individual stage of development. Inclusion is embedded throughout her practice. The childminder shares very warm relationships with the children and excellent partnerships with their parents. She uses a variety of methods to evaluate her service, including the parents' views, which ensures a continuing commitment to improvement. Risk assessments are effective overall and the childminder places a high emphasis on her own professional 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:

- extend the risk assessment record to include the practice in place that prevents children accessing the underneath of the trampoline.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded. The childminder ensures that all adults living on the premises complete vetting procedures. A comprehensive safeguarding policy including allegations made against the childminder or member of her family are in place. She has a very secure knowledge and understanding of types of abuse and of possible signs and symptoms. The childminder shows a strong desire to develop further in her own professional development and keeps her knowledge updated by attending appropriate courses. She recognises that self-evaluation is the key to continuous improvement and implements effective systems to monitor the provision. This includes obtaining the views of the parents by

requesting that they complete questionnaires about the service she provides. Policies and procedures are regularly reviewed and fully support the safe and efficient management of the provision. Overall a comprehensive risk assessment has been conducted and all paperwork is effectively maintained. However, there is one minor omission in relation to the recording of risk assessments which needs to be addressed in order for this to be fully effective. Supervision of the children is excellent, space is effectively organised and resources are deployed extremely well.

The childminder has a high level of understanding and a keen approach towards the delivery of the learning and development requirements of the EYFS. Inclusive practice is given utmost priority throughout the provision. She is highly successful in ensuring all children are fully included in order for them to reach their full potential. The childminder has an excellent understanding of the importance of working in partnership with other professionals where children attend more than one setting, have special educational needs/and or disabilities.

Exemplary partnerships with parents have been developed. They are kept exceptionally well informed about their child's achievements, progress and general well-being. Parents are enthusiastically encouraged to be involved in supporting their children's learning. The childminder asks that they keep her informed of their children's achievements at home, positive praise they have received, their spontaneous interests and events in their lives. In addition she shares her knowledge of services and resources that she accesses through the local authority that support children's specific individual needs. Several parents commented positively on many aspects of the provision. They especially appreciate the high levels and methods used for communication, for example, 'the written daily diaries and telephone calls'. They also state that their children are 'happy and contented' in the childminder's care. The entrance hall to the childminder's home is extremely welcoming to children and their families. A wealth of useful information is attractively displayed, keeping parents up-to-date with current practice. For example, posters about the EYFS and the six areas of learning and information if they wish to make a complaint. A folder is continually available containing a range of comprehensive policies and procedures which successfully reflect the ethos of the setting.

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

Children make excellent progress in all areas of learning and development. They become excited in their play and often laugh out loud during their chosen activity. The childminder effectively structures the day ensuring children have good amounts of time playing outdoors. The quality of planning for individuals is of a very high standard and it is carefully informed through regular observations of the children's spontaneous interests, achievements and areas where they may need additional support. The childminder is highly skilled in getting the most out of the activities children choose. This is achieved through the support she provides and recognising where challenges to further promote their learning can be introduced. There is a great variety of resources that are stimulating, interesting and age-

appropriate. For example, a range of interactive computers. Children of all ages have opportunities to self-select resources, therefore they are becoming independent and are able to make their own decisions.

Children in this setting are keen to learn and their personal, social and emotional development is very strong. All ages of children relate extremely well to the childminder and one another. Children continually receive praise and encouragement for their efforts regardless of how big or small their achievement. For example, the childminder claps when very young children press the buttons on the computer and hugs older children when they attempt to name the shapes they see on the computer screen. As a result, children are extremely confident and feel good about themselves. The childminder also displays samples of children's work throughout the setting and this enables children to develop a sense of pride.

Skills to develop problem solving, number and reasoning are exceptionally well promoted. The children are encouraged to compare differences when looking at shapes. For example, they talk about how many corners and sides the shapes have and the childminder sets them challenges to 'find another one that is the same'. Measurements and distances are discussed with the children when they play racing their trucks against one another. The childminder fully promotes their language development by introducing words like 'travelling, further and furthest'. Children are also becoming very skilled in communicating their thoughts. They chat at ease during hand washing routines about the tap they use to wash their hands at the local play centre, compared to the one they use at the childminder's house. For example, they say 'this one is not the same, that one is like a shower'. The childminder then extends their learning by explaining how the water flows differently from each of the taps.

Children are learning about how to keep themselves safe. This is achieved through their involvement in events such as practising the fire drill and being reminded how to sit safely on the chairs. Children's good health is promoted as stringent procedures are in place to prevent the spread of infection. They learn about healthy diets as they participate in regular activities, such as shopping for fruit and vegetables. They also experience food tasting sessions including fruits from around the world.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

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

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
--	-----