

## Inspection report for early years provision

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<b>Unique reference number</b>	222301
<b>Inspection date</b>	28/10/2009
<b>Inspector</b>	Emma Bright
<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 was registered in 1994. She lives with her husband and two grown up children in a village close to Royston. The ground floor 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 six children at any one time, of these no more than three may be in the early years age range. She is currently minding two children in this age group, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The family has no pets. The childminder is a member of the National Childminding Association. She is also a member of an approved childminding network and receives early education funding for three and four-year-old children.

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

Overall the quality of the provision is outstanding.

The childminder provides a very high quality provision for children; they enjoy an exceptional range of activities and challenging experiences which helps them to make excellent progress in their learning and development. The childminder is exceptional at promoting inclusive practice; she recognises and values the uniqueness of each child and ensures their individual needs are met through highly effective communication with parents. Resources are extremely well deployed to ensure children's safety and enable them to become very active learners. The childminder has a very strong capacity to maintain continuous improvement, ensuring she regularly updates her knowledge and skills.

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

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

- updating the complaints policy to ensure that it is clear.

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

The childminder has an excellent understanding of her role in safeguarding children and is well informed about the procedures to put into practice when necessary. This knowledge has been gained as over time she has regularly attended child protection training to ensure her knowledge is up-to-date which

means children are extremely well protected. The childminder is very clear about informing Ofsted of any changes.

The organisation of space and play resources is highly effective in meeting children's needs; the childminder has a very good understanding of children's individual abilities and this enables her to provide stimulating play experiences and activities to support each child's development. The childminder has an excellent knowledge and understanding of child development and is very well qualified. Regular self-evaluation by the childminder ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

The childminder is exceptionally well organised; documentation and record keeping is exemplary which promotes the safety and welfare of the children and underpins the high quality care offered. However, the complaints policy is not complete which means parents may not fully be clear about the procedure. All documentation is professionally presented and stored securely to ensure that it remains confidential.

The childminder values the importance of working with parents and others beyond the setting. For example, she provides a summary of children's progress to share with other providers who care for the children. This promotes effective partnership working and ensures that continuity of care and education is maintained. Parents are provided with very detailed information, about the setting, and their child's progress. The childminder effectively gathers excellent information about children's individual and changing needs. This enables her to take each child's uniqueness into account when planning activities and providing care.

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

The childminder has an excellent understanding of how young children learn and this enables her to provide challenging and stimulating experiences and activities to support each child's learning and development. She takes children's interests and stage of development into careful consideration when planning activities to ensure all areas of learning are effectively promoted. The childminder records each child's achievements through a balance of photographs, examples of work and observations. This highly effective system of record keeping demonstrates that children are making outstanding progress in their learning and development. In addition, parents have good opportunities to contribute to these records, sharing what they know about their child.

Children benefit from the childminder's very proactive approach to inclusion and celebrating the diverse society in which they live. For example, they find out about other cultures and learn about others' celebrations such as Mardi Gras and Chinese New Year. The childminder has excellent strategies in place to care for children with special educational needs and disabilities. For example, she uses 'switches' which repeat a sentence when activated by children and this ensures that all children can communicate effectively. Pictures and symbols at child-height also provide opportunities for children to express their feelings and needs.

The childminder has an excellent understanding of how children learn from active play and exploration. As a consequence she has set up her provision to offer a range of first hand experiences and opportunities to enable this. For example, children learn about the world around them by observing nature; they thread peanuts onto string to feed the birds and plant sunflower seeds, watering them to help them grow. Children enjoy a wealth of creative activities such as drawing and painting with conkers; they explore their imagination as they dress up and develop their musical skills by playing instruments and singing. Children's artwork is beautifully displayed for others to admire, and this helps children to feel a part of the childminding family, fostering a deep sense of belonging. Children develop their early literacy skills exceptionally well because the childminder ensures they have lots of good quality experiences to promote this area of learning. For example, they make marks in the sand, write shopping lists with their own words or use pictures and make their own story books. Children enjoy recording information such as which insects they discover in the garden and noting them down on their clipboards. These simple activities effectively lay the foundations to develop children's future skills.

Children demonstrate their understanding of keeping safe as they explain that they 'go outside' when they practise the fire drill. Children's behaviour is exceptionally good because the childminder sets clear boundaries and has high expectations for all children; gentle reminders and simple explanations help them to think and be responsible for what they do. The childminder ensures that children have lots of varied opportunities for physical exercise; they play with an excellent range of resources, readily accessing the outdoor area throughout the day, which ensures they benefit from plenty of exercise and fresh air. The childminder encourages children to have a healthy attitude towards food because she ensures they have balanced and nutritious meals and snacks, as well as ensuring that all children have independent access to drinks. Children help to shop for fruit and vegetables, and grow peas and beans in the garden which helps them learn about where food comes from.

## 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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