

## Inspection report for early years provision

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<b>Unique reference number</b>	259871
<b>Inspection date</b>	05/10/2009
<b>Inspector</b>	Kelly Eyre
<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 2001. She lives with her husband and two children aged 12 and nine in Bedford. Two rooms on the ground floor of the childminder's house are used for childminding and there is a fully enclosed garden for outdoor play. The family has one tortoise and goldfish.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of four children in the early years age range and is currently minding four children in this age group. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll in this age group. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

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

Overall the quality of the provision is outstanding.

The childminder demonstrates a comprehensive understanding of the Early Years Foundation Stage. She uses this and her thorough knowledge of each child to ensure that their needs are consistently met and they are offered an extensive range of activities that support the successful promotion of their welfare and learning. The childminder's highly professional approach to working with parents enables them to feel confident in her and to exchange information about their children that further supports their consistent care. The childminder meticulously reviews her work and has a positive attitude to self-evaluation, actively seeking feedback from parents and children. This enables her to build a full picture of her practice and implement improvements, thereby maintaining a service which is highly responsive to the needs of the children and their families.

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

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

- developing further the use of the self-evaluation process to review the impact of changes made.

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

The childminder's positive attitude to ongoing training and her comprehensive understanding of her responsibilities relating to safeguarding children mean that their welfare is prioritised and is very well promoted. This is supported by a thorough written procedure, enabling her to identify any child at risk and take

appropriate action. Children's well-being is further significantly enhanced by the childminder's excellent organisation, thorough procedures and comprehensive risk assessments, ensuring that hazards are minimised and children's safety is promoted at all levels. Children are building up a good awareness of how to keep themselves and others safe. For example, young children explain the relevance of the emergency evacuation procedures.

The childminder shows a genuine enjoyment of her work and is highly motivated to continue developing her practice and thereby improve the outcomes for children. She actively seeks feedback from parents and attends a wide range of additional training in order to inform the evaluation of her practice. Her positive attitude to feedback means that she can use this information to inform changes and prioritise areas for improvement. Recent improvements include the introduction of written assessments, which are used to inform planning and ensure that each child is offered activities that promote their learning. However, the self-evaluation procedures are not used to the optimum in order to fully review the impact on children of any changes made. The childminder utilises resources exceptionally well. Her home is welcoming and toys are accessible, enabling children to make independent choices. The childminder also uses a wide range of community resources such as toddler groups, parks, and an indoor play centre in order to offer an extended range of opportunities.

The childminder strongly believes in treating each child as an individual and has an excellent understanding of how to promote inclusive practice. This enables her to provide a service which is both welcoming and inclusive for all children and their families. Her sensitive procedures for gathering information about children mean that she can build up an excellent understanding of each child's background, needs and beliefs. This knowledge enables her to plan relevant activities and ensure that children are offered appropriate support. Children feel valued and their self-esteem is promoted because they are encouraged to understand and respect each other and are praised for their efforts and achievements. The childminder's excellent relationships with parents and carers mean that there is thorough ongoing communication, keeping them informed of their children's progress and activities. For example, they receive written daily updates and regular newsletters. Consistency of care is further promoted as the childminder has established purposeful working relationships with others providing care for the children. For example, she has procedures for exchanging information with the pre-school so that she is aware of their topics and is able to provide ones to complement and support these.

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

Children thrive, make excellent progress and are supported in achieving because the childminder has a comprehensive knowledge of the Early Years Foundation Stage. She implements rigorous assessment procedures and uses the information gained from these to inform the overall and individual planning. Children play an active part in all aspects of this vibrant setting. They are encouraged to express themselves and their opinions are genuinely valued. The childminder has an

excellent awareness of their interests and needs, including this information in the planning to ensure that children's individual development is promoted. Children play a full role in their own learning and develop positive attitudes to this as the childminder confidently enables them to develop their play and ideas. For example, whilst eating their snack, children discuss what they would like to do next and decide to play outdoors: the childminder therefore puts a wide range of additional resources in the garden and they thoroughly enjoy exploring the sand and construction vehicles and setting up the role play resources to make a shop.

Children show a strong sense of security and their behaviours demonstrate that they feel safe. They confidently choose resources, express their views and approach the childminder for help. The excellent settling-in procedures help them to feel welcome and valued. For example, all new children receive a photograph album containing pictures of the other minded children, the childminder's house, family and pets; children are able to share this with their parents and build their familiarity and confidence. The childminder's excellent partnership working with parents means that children who use English as an additional language or have special educational needs are offered appropriate support and activities that promote their individual development.

Children are offered a rich and varied range of experiences that meet their needs and promote their development, with the childminder using innovative activities to extend their knowledge. For example, when learning about the different parts of the body, children gain information about the function of the lungs by participating in a bubble painting activity, where they learn the difference between breathing in and blowing out. Their development is promoted as the childminder utilises all learning opportunities. For example, during snack time children discuss the different sized fruit, with the childminder encouraging vocabulary such as 'big, bigger and smallest'. The childminder's excellent interaction with children aids the development of their communication skills and they use language confidently and imaginatively, often describing the intricacies of their activities and role play.

Children's emotional development is promoted as they develop secure, trusting relationships with the childminder and with each other. Their behaviour is exemplary and they show an excellent awareness of responsibility as they organise their games and arrange turn-taking. They engage in a wide range of activities and experiences which help them to value diversity and understand the cultures and beliefs of others. They celebrate a range of festivals and good use is made of resources, such as books and posters, to provide positive images and information. Children are encouraged to ask questions and are offered appropriate explanations and the opportunity to explore issues further. Thoughtful planning means that they participate in activities that enable them to develop an understanding of their community. For example, they make their own harvest festival parcels, which they deliver to older people living nearby.

The excellent provision of resources means that children are encouraged to explore and think critically. For example, children play in the 'black-out tent', exploring different torches and activating various lights. Full use of the local environment means that children are offered opportunities to explore further and extend their understanding. For example they pick their own soft fruit and use this

to make jam, noting how the ingredients change. Children show an excellent understanding of the relevance of following good personal hygiene routines. Young children competently wipe their own noses, throwing the tissue away and washing their hands afterwards. They have numerous opportunities to participate in a wide range of physical activities and gain a secure understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. For example, they discuss being out of breath after running around, feel their heart beat and then note the difference between this and their resting heart rate.

## 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

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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