

Inspection report for early years provision

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Inspection date	22/12/2009
Inspector	Hazel Christine White
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 was registered in 2001. He lives with his wife, adult child and 15 year-old in a residential area of Abington in Northamptonshire. He co-minds with his wife and both have equal responsibility for their childminding practice. The whole of the ground floor is used for childminding. They also use the cabin and play facilities in the fully enclosed garden at the back of the house. The family has a dog and a parrot.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. He minds with a co-childminder, and together they can care for a maximum of seven children under the age of eight years at any one time. There are currently 11 children on roll, seven of whom are within the early years age range. All attend on a part-time basis. There are four school aged children attending for various sessions.

Both childminders have an early years National Vocational Qualification to Level 3. They are members of the National Childminding Association (NCMA) and have completed 'Children Come First' quality assurance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an exceptionally well-organised, very welcoming and child-friendly environment where children's learning is supported through an outstanding range of valuable first hand learning experiences. Children make excellent progress in their learning as the childminder and his co-childminder ensure that children's play is purposeful and fully supports their learning. The childminder is always fully prepared and has exceptional communication skills. He effectively promotes inclusion and securely meets each child's individual needs. All required documentation is in place. The childminder and co-childminder jointly evaluate practice and are fully committed to continuous 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:

- revising the list of emergency contact details that are taken on outings.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding children and is fully aware of his role and responsibilities whilst protecting children in his care. A well-written policy is in place which is fully implemented and shared with parents

on admission. Both childminders ensure that their child protection training is consistently updated. Children's safety is a priority. Daily risk assessments of the home and garden are completed which clearly identify potential hazards and actions taken to minimise any risk to the children. The childminder takes overall responsibility for written risk assessments. Everything a child comes into contact with inside and outside of the home has been considered. Each recording is accompanied by a photograph to clearly demonstrate how the hazard has been minimised. Although this is not her role, the co-childminder has a good understanding of the system. Robust vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children. The childminder dedicates time outside of his working day to ensure documentation is up-to-date and well maintained.

Children settle with ease and feel very secure because the childminder dedicates time to get to know them. Excellent partnerships are established between the childminder, parents and other professionals involved in each child's care. Extremely effective systems are in place for discussing and recording each child's starting points and ongoing progress and development. All records are readily available to parents, alongside daily information sheets, assessments, photographs and examples of creative work. This means that parents are fully involved in their child's care and learning, and that all individual needs are acknowledged and met. Parents comments include 'trustworthy, organised, tactful, happy environment' 'the care my children receive is of a very high standard' 'they are always available, interested in the children and parents and wanting to improve their approach'.

The childminder has established excellent working relationships with other settings that the children attend within the Early Years Foundation Stage. He is responsible for taking and collecting children from these settings and liaises with staff on a regular basis. This ensures that appropriate information is shared, and consequently, ensures that children receive continuity in their care, learning and well-being.

Children are cared for by an exceptionally well-organised and very knowledgeable childminders who demonstrate an outstanding professional approach to their roles and responsibilities. They are fully committed to building on their professional skills by prioritising further training that will enhance their knowledge. For example, both have a National Vocational Qualification Level 3 in childcare and have attended various short courses on all aspects of childminding. Systems are in place to monitor and evaluate their childcare practice which focuses on outcomes for children and includes the views of parents.

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

The home is warm, very welcoming and child-orientated, with easy access to toys and equipment. Each child is valued as an individual and receives lots of loving care and attention. The childminder works highly effectively with his co-childminder to ensure that children's welfare, learning and development are promoted to a very high standard. The superb learning environment and the

childminder's impressive knowledge of how to develop learning through play, ensure that children make outstanding progress towards the early learning goals, given their capabilities and starting points. Children are very happy, enthusiastic and self-assured. They have built trusting and positive relationships with him and show high levels of self-esteem.

Planning for each child is detailed, purposeful, challenging and fun. It is also flexible, which enables both childminders to respond to children's interests and moods. Children are actively involved in decision making and their comments are valued and accommodated. The childminder accurately records ongoing observations of children's development and progress in their individual books. The information gained is effectively used to identify learning priorities and plan for their next steps. Children are encouraged to make free and independent choices in their play, which is skilfully supported by the childminder, who uses open-ended questions to challenge and build on what children already know. He is constantly fully involved in the children's activities, encouraging them to persevere and skilfully moving them on to keep them well occupied and interested in their play. For example, helping children to think about what pieces fit together when building a train track and discussing how the engine works.

Children are offered frequent opportunities to socialise and learn about others. They develop relationships with other adults and different children as they attend groups and meet up with other childminders. They frequently visit places of interest and thoroughly enjoy the outdoor environment. For instance, playing in the garden, where they can experience planting and experimenting with sand and water play. The childminder is keen to promote children's creativity. They had a fantastic time making a house out of a large cardboard box, collectively designing it, deciding on the shape of the windows and how many doors were needed. Art and craft activities are readily available and children make models using dough.

All children are valued and treated with equal concern. They are learning about countries of the world and bring items back from their holiday destinations. Great imagination is shown as they dress up in traditional costumes and a wide range of resources promote positive images of our multi-cultural society. Books, puzzles and play figures help children to understand about other peoples communities and celebrate the similarities and differences between them. Any specific requirements are shared and met sensitively in discussion with the children's parents. Children with special educational needs are exceptional well supported because both childminders are confident to provide care which fully includes them in the life of the setting. Consequently, children thrive and their learning and progress is maximised.

Children learn the importance of keeping themselves safe they practise road safety whilst out walking and follow strict guidance from the childminder when travelling in his car. They know that they must use a booster seat if they are under a certain height. The childminder has made a height chart to reinforce this and children measure themselves against it so there is no misunderstanding. All children's contact details are currently taken on outings and a fully stocked first aid box is kept in the car. Both childminders are reviewing this practice and have discussed only taking information for the children that are actually on the trip to ensure that

emergencies can be dealt with more effectively. Children are made aware of the emergency escape procedures and practise the fire drill regularly so they are familiar with what to do. Smoke alarms are well maintained and a carbon monoxide detector further ensures children's safety.

Children's good health is promoted, as stringent procedures are in place to prevent the spread of infection and encourage children to develop good hygiene habits at mealtimes and when using the toilet. The co-childminder has overall responsibility for providing children with an excellent range of healthy meals and snacks.

Children have access to drinking water and a fruit bowl at all times. The childminder assists in planning the menu and is very aware of the importance of helping children lead a healthy lifestyle. Mealtimes are well organised to ensure that children eat in comfort.

Children show a deep respect for each other, the home, toys and equipment they use. They behave in a manner that is supportive to their learning and are very responsive to praise and encouraged. Therefore, they display high levels of self-esteem. Both childminders support their behaviour in a positive way, calmly explaining expectations and telling children when they have done well. Children play together happily and learn about sharing and taking turns because they are offered gentle reminders.

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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