

Inspection report for early years provision

Unique reference number	EY261100
Inspection date	14/12/2009
Inspector	Linda Tomkins
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 2003. She lives with her husband and two children aged three and nine years in Staffordshire close to shops and parks. The whole of the ground floor and first floor toilet in the childminder's house are used for childminding and there is a fully enclosed garden for outside play. Access to the property is via one step-up to ground floor level. The family has Zebra finches in an aviary in the garden.

The childminder is registered to care for a maximum of five children under eight years at any one time of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also cares for one child over five years during school holidays. All children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and secretary of a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Comprehensive policies and procedures are highly effective and ensure significant continuity of care and learning and exemplary outcomes for children. The childminder has a detailed knowledge of the children's home circumstances, interests and abilities, which ensures their individuality is well recognised and respected. Excellent partnerships with parents and a secure knowledge of the Early Years Foundation Stage ensure that children make outstanding progress in their learning. The childminder continually identifies aspects of her service that she would like to extend and develop. She monitors her service and shows an outstanding capacity for sustained improvement.

What steps need to be taken to improve provision further?

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

- improving the two way flow of information for parents: this refers to reviewing the written accident and emergency policy by adding a statement that informs parents that Ofsted must be informed of any serious accident or injury of any child.

The effectiveness of leadership and management of the early years provision

The childminder regularly attends various training courses to extend and enhance her knowledge and understanding of the Early Years Foundation Stage. She has attained a Level 3 early years qualification and is currently working towards an early years Foundation degree. The childminder has a strong understanding of her responsibilities regarding child protection issues and how to report her concerns. All adults living in the household are known to Ofsted and have undergone checks to ensure they are suitable to be in contact with children. The childminder has developed highly effective partnerships with parents to share information and safeguard children. However, she is to review and extend the accident and emergency policy to ensure parents are fully informed of her responsibility to keep Ofsted informed. She is vigilant about safety issues and ensures children are safe and secure both inside and outside the home. The childminder conducts visual daily safety checks and the detailed risk assessments are regularly reviewed and clearly recorded.

Children in the childminder's care attend other Early Years Foundation Stage settings and she is highly committed to take a lead role in developing methods to work cohesively to form effective partnerships with schools and nurseries. The childminder is experienced in offering an inclusive service for children and their families. She is successful in making sure all children make significant progress and enjoy individual support to enhance their learning experience. The childminder has attended training in methods to support children with special educational needs and/or disabilities. The children's next steps in their learning are discussed with parents in order to promote continuity and rapid progression. Parents are provided with daily information on their children and they have open access to the children's 'Observations folders'. The childminder ensures parents are fully aware of the details on their children's activities so they can further support and extend their learning at home. Parents complete questionnaires to comment on the service. One writes that 'it's wonderful, you are friendly, helpful, easy to talk to and both kids love you'.

The childminder is forward thinking in her determination to maintain and improve her very high quality childminding service and has recently attended various short courses, including workshops and updates on the Early Years Foundation Stage and equality and diversity. Her understanding of self-evaluation allows her to monitor and reflect rigorously on her strengths and weaknesses to focus on the most significant areas for improvement in order to provide consistently outstanding outcomes for children. The childminder provides the children with a wide range of challenging, exciting experiences which are built-in to daily routines. She has very good quality resources and ensures the environment is stimulating, warm and welcoming.

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

Children are eager to attend and are happy and content in the time they spend with each other and the childminder. Their confidence grows as they are provided with stimulating experiences and individual support, which helps them develop a positive sense of themselves. They play a dynamic role in their learning and offer ideas and respond to challenges with great enthusiasm. Children attend pre-school groups in the local community and enjoy outings and visits to socialise and learn to respect diversity.

Their personal independence is developing rapidly as the childminder encourages children to take care of their own personal needs such as making choices on food, pouring their own drinks and helping to wipe the table. The childminder joins in with the children's play and asks them enquiring, understandable questions. The varied range of resources are freely available and stored at low level including books which are chosen to read as part of daily activities. A current favourite is the 'Princess annual'. Children make strong progress and celebrate their achievements with mutual praise and applause. The childminder skilfully ensures daily routines are fully utilised to extend the children's learning experiences such as asking them to help tidy toys away and put their own coats on.

Children are encouraged to make decisions and select their own toys and resources. They use them imaginatively as part of their play. For example, the children select chairs and a table from the outside playhouse to make a holiday home on the lawn. Children understand the importance of keeping safe and respect the inside safety rules such as not running inside and holding hands when out walking. The childminder has developed an innovative way to teach the children about road safety by playing the 'stop-go' game when crossing the roads.

They enjoy outings, frequent walks and visits to the park to develop their sense of wellbeing and physical skills. Personal hygiene is promoted by the childminder as she ensures the children progress to independence with personal needs. Children said 'we wash our hands because of germs, they make your tummy poorly'. Their developing understanding is extended by linking a healthy lifestyle to eating healthy snacks and cooking activities.

Children are creative and readily paint and make their own models. They plan and excitedly take part in their role-play when dressing-up as a fairy princesses and singing and dancing whilst listening to music. They enjoy art projects using paper, card, paint and photographs record children's activities over time.

Children's enthusiasm and self-esteem grow as they are praised and thanked for kind, helpful behaviour and achievements. They are rewarded with smiles, hugs and an occasional congratulatory sticker. Children are taught to share and take turns and remember to say please, thank you and sorry. They are learning skills for the future as they practise early numeracy, communication and literacy skills in free play such as counting how many sandwiches and crackers they have on their plates.

Children are fully assessed from the time they are placed with the childminder to ascertain their starting points. This is done by discussion with parents and the child when appropriate. Progress is monitored by observations which are used to inform the next steps, individual planning and areas where further support is required. Children have frequent opportunities to extend their understanding of the society in which they live through visits, discussion, stories and increasing their awareness of culture and minority groups.

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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