

Inspection report for early years provision

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Inspection date	07/10/2009
Inspector	Melanie Eastwell
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 2002. She lives with her husband and two children, aged 12 and eight years in Oakham in Rutland, close to shops, schools, parks and public transport links. The whole of the ground floor with the exception of the utility room of the childminder's house is used for childminding. She has two cats and a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also provides care for children aged over five years to eight years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups. She is a member of the Oakham approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make rapid progress in this vibrant, stimulating, safe and truly inclusive provision. The childminder successfully incorporates the learning and development requirements through all activities and children's welfare is given the utmost priority. The partnerships with parents, other providers of the Early Years Foundation Stage and other agencies are a key strength and are significant in making sure that the needs of all children are very well met and children's feelings of well-being and belonging in the childminder's home are enhanced. The childminder has implemented effective systems of self-evaluation that clearly identify her many areas of strength and well-targeted areas for continued 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:

- developing further the system for observation and assessment to consistently link the children's achievements to the areas of learning and development and identify their next steps in learning to clearly show their progression.

The effectiveness of leadership and management of the early years provision

The childminder has extremely high standards for the inclusive and individual care, welfare and development of the children, that she successfully and consistently

maintains. Safeguarding is given the utmost priority for all children. For example, the childminder fully understands the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns and she has comprehensive risk assessments in place that are regularly reviewed. She keeps her play materials, resources and equipment beautifully maintained and follows very effective procedures to reduce the risk of cross-infection during tasks such as nappy changes and food preparation. The childminder maintains all the required documentation in a professional and very well-organised manner.

The exemplary partnership working has considerable benefits to the children attending. The childminder works extremely hard to support the children's parents in an individual and sensitive way. Parents have access to their children's learning journey whenever they wish and are invited to make written contributions to these records. Relevant information about the childminder's setting is displayed on the notice board in the entrance hall. The childminder has established highly effective links with other providers of the Early Years Foundation Stage that are involved with the children in her care and this has extended to spending regular time each week in the setting to observe and support the children. The childminder works effectively alongside other agencies that are involved with the children in order to provide a consistent approach which is beneficial to children's ongoing development.

The childminder has successfully implemented systems to reflect on her practice. She is very keen to keep her knowledge and understanding up to date and attends regular training course and workshops. The childminder has involved the children and parents in the process for self-evaluation. For example, parents views have been gathered through questionnaires and the children have created a poster to show their favourite activities and things they enjoy during their time with the childminder. She makes regular adaptations and additions to the service she provides. For example, she has recently introduced an 'evacuation bag' that is stored by the front door and contains a range of items for use in case of an emergency evacuation involving the children. This commitment to constantly improving her own practice has a very positive impact on children's well-being and feelings of belonging in the childminder's home.

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

The childminder's dedicated and professional approach contributes to children being very interested and motivated to learn. Children are provided with a great range of well-planned and imaginative activities and play materials that enable them to develop across all the areas of learning. For example, younger children choose items themselves from boxes on the floor containing interesting and varied resources such as graded and musical toys. Older children are confident to help themselves to boxes of toys from the shelves and initiate individual activities with the childminder that she willingly and enthusiastically gets involved in with them, such as picnics and memory games. Children enjoy the creative and well-thought-out activities that are provided by the childminder. She ensures that the children

are fully involved in the planning of activities and actively follows their interests to ensure that the activities are meaningful to all the children. For example, the children enjoy becoming involved in growing a range of fruits and vegetables. The childminder involves them in the selection of the plants, sowing the seeds and caring for the plants before harvesting and eating the produce. Children are learning about healthy eating and follow the guidance for 'Eating a Rainbow'. For example they choose to pick some blueberries from the bushes in the garden to eat.

Children's achievements and progression are recorded in their individual learning journey folders. The childminder records regular snippet observations, photographs, sample of their work and monthly focused observations that are used to inform the future planning. Some of the observations are linked to the areas of learning and some identify the children's next steps for learning. The childminder is keen to continue to develop her effective system to ensure this linking of her observations and use of the 'Practice Guidance' document to identify all children's next steps for learning to consistently show their progression in learning and development.

Children's welfare is managed with great success. Their safety is given the utmost importance. The childminder employs very effective procedures to help children begin to learn about safety through encouraging them to help tidy away when they have finished playing and to be careful with the babies. Children learn about the benefits of maintaining good personal hygiene. For example, they sing a song about washing the germs away and a poster is displayed in the bathroom. When out walking the children begin to learn about road safety through discussion and positive modelling by the childminder. Children stay safe during outings because the childminder maintains close supervision and they wear wrist straps with the childminder's contact number displayed. This awareness of safety issues ensures the children's well-being and reflects the written policies and procedures that are in place.

Children begin to become aware of others and show care and concern for each other through very sensitive and age-appropriate strategies employed by the childminder. She talks to them about sharing and taking turns and provides extremely sensitive support and guidance to all the children present. Their awareness of the wider world is developing through resources and books that celebrate diversity and the childminder supports them all to play well together. Children have their views and opinions listened to and valued by the childminder. For example, she gives them manageable choices of the filling for their sandwiches at lunchtime and always consults them about the activities they are keen to take part in. Therefore, children are developing skills for the future and their confidence and self-esteem is promoted through the highly sensitive and thoughtful input from the childminder.

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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