

Inspection report for early years provision

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Inspection date	13/10/2009
Inspector	Sarah Measures
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.

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 registered in 1997. She lives with her husband in the Gleneagles area of Wellingborough, Northamptonshire. Local amenities including shops and a park are within walking distance. The whole house is accessible to children, though minding takes place mainly in the kitchen/diner and lounge downstairs with the bathroom facilities upstairs. There is a fully enclosed garden for outside play. There is disabled access to the rear of the house. The childminder may care for up to six children at any one time on the Early Years Register. She may also care for older children as she is registered on the compulsory and the voluntary parts of the Childcare Register. The childminder is an accredited member of the local quality assurance scheme for childminders. She has support from the local authority and has links with other childminders, childminding support groups, pre-school groups and schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of how to use the Early Years Foundation Stage to plan to meet children's individual welfare and their learning and developmental needs. She plans comprehensively to ensure children make excellent progress towards the early learning goals. She is extremely committed to her work and to continually improving upon the provision for the children. She uses a variety of effective methods to assess and improve upon her own practice. As a result, children experience new and interesting opportunities and their knowledge and understanding is fully encouraged in many different ways.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information regarding children's progress with all other providers involved in the care and education of the children.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because of the thoroughness of the childminder's health and safety policies and procedures. She makes sure her understanding of child protection issues is kept up to date by attending regular training in this area. As a result, she is fully aware of how to refer any concerns in line with Local Safeguarding Children Board policies and procedures. The childminder clearly displays her complaints policy, with Ofsted contact information in order to ensure a safe and transparent service for parents and children. She

makes sure that she is introduced to any new persons parents wish to collect their children, in order to ensure they are always safely collected by an identified person. Children are particularly well safeguarded because of the childminder's excellent understanding of the welfare requirements and of her responsibilities. She places the highest priority upon the safety of the children. She carries out thorough risk assessments of her home and garden and of any outings or visits off the premises. She supervises children closely in order to make sure that they are always safe, happy and purposefully occupied.

The childminder makes the most of all training opportunities in order to continually update and extend her own knowledge and understanding. This has a direct impact upon the extremely high quality of care and education that the children receive. The childminder's committed attitude and her ability to constructively and critically reflect upon her practice means that she is able to drive forward improvement very effectively. She is an accredited member of the local childminding quality assurance network and is an excellent role model to her peers. The setting is extremely well organised to ensure children feel welcome and to promote their independence and their learning. The childminder makes effective use of facilities and resources within the local area in order to broaden children's experiences and opportunities. The childminder has good links with different professionals that she accesses for support and guidance, for example, when caring for children with special educational needs and/or disabilities. She has significant experience of caring for children with special educational needs and/or disabilities. Her policies and procedures fully promote an inclusive setting that offers a warm welcome to all children and their families. The childminder has not yet prepared a system of sharing children's progress with other settings that children may attend in order for all involved in children's care and education to plan co-operatively. Highly effective communications with parents mean that the childminder has an excellent understanding of children's home-life and routines and of their achievements at home. She makes full use of this information to inform her planning for individual children and children feel a valued part of the setting as a result.

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

Children are extremely confident and contented in the setting. Excellent relationships exist with the childminder who dedicates her time and attention to making sure that their needs are always met. Close relationships exist between the children themselves and they excitedly welcome each other into the setting. Children demonstrate their contentment as they sing as they play. They confidently make choices and are proud of their achievements. Children are purposefully engaged in a wide variety of child-initiated and expertly planned adult-led activities in and out of the home that fully promote all areas of their development. Children make excellent individual progress towards the early learning goals. This is because of the way the childminder works with parents and because of her methods of observing and assessing the children and her planning according to children's interests and the next steps in their development. The childminder expertly extends children's learning by introducing new ways of consolidating their

skills and by introducing new concepts for children to consider. For example, children went to visit the wind farm, they then made their own windmills and helicopters at the setting that led to a child being interested in things that turn around which led to further interesting opportunities being planned to develop this concept also.

Children stay healthy because outdoor play is regarded as a valuable part of their daily routines. Children also develop confidence and express themselves in different ways as they dance to music and take part in action songs. They count and calculate throughout their daily routines. Children enjoy books that are also carefully chosen to link to their interests and other activities they have been involved in. This is another example of the way the childminder extends and consolidates children's learning. Children feel safe and are particularly well protected because the childminder teaches them to be confident and to stand up for themselves. Her courteous and respectful role modelling and her meaningful discussions help children to be responsible and to consider their own health and safety.

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	2
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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