

Inspection report for early years provision

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Inspection date	03/12/2009
Inspector	Rachael Williams
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 1996. She lives with her husband and two children in Weston-super-mare, North Somerset. Children access the lounge, dining room and toilet facilities on the ground floor and two first floor bedrooms which are used to accommodate children's sleep. There is a fully enclosed garden for outside play. The family cares for two rabbits.

The childminder is registered on the Early Years Register and both parts of the Childcare Register for a maximum of six children under eight years old. She is currently minding 13 children on a part-time basis; of whom, nine are in the early years age range. The childminder minds from 8.00am until 5.30pm on weekdays; taking five weeks' holiday a year. The childminder walks to local schools to take and collect children. She attends local toddler groups and attractions in the area.

The childminder is an accredited member of the North Somerset Childminding Network and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly effective in meeting children's individual needs. Close and caring relationships had been established with the children and this, alongside the excellent partnerships with parents, early years professionals and other early years providers, ensures that children are valued and respected as individuals. Outcomes for children are exemplary as their welfare is effectively promoted through the establishment of excellent systems, policies and procedures to assure children are fully protected. The childminder has established comprehensive systems to monitor the provision, effectively evaluating and analysing the improvements she has made and the impact these have on the children's care, learning and 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:

- extend established systems for parents to contribute to their child's learning to consistently include all parents.

The effectiveness of leadership and management of the early years provision

The childminder has effective systems in place to ensure that all adults living on the premises have been suitably vetted. The childminder has a comprehensive understanding of child protection issues and ensures that information is confidentially shared and that concerns are promptly addressed with appropriate

professionals. Therefore, children's well-being is effectively safeguarded. Children are cared for in a safe and secure homely environment where they are able to move freely and independently. Comprehensive and relevant risk assessments have been carried out on all areas used by the children. The childminder is vigilant and ensures that children are closely supervised but also has regard for their independence and their individual space. Ratios are fully maintained and the childminder has excellent arrangements in place to accurately monitor children's attendance.

The childminder is highly committed to working in partnership with others to ensure continuity in children's care, learning and development. Communication between other settings delivering the Early Years Foundation Stage, such as Springboard, and external agencies, such as social care, ensure that children's learning, development and welfare are successfully promoted. The experienced and well-qualified childminder is proactive in accessing relevant training to ensure her ongoing understanding of children's individual requirements. For example, she has accessed training in using Makaton, timelines and PECS (Picture Exchange Communication System) to ensure children are fully included within the family home.

Communication and engagement with parents and carers is exceptional. Parents and carers feel heavily involved in decision-making on key matters related to their children. The childminder works in partnership with the parents to monitor the provision. For instance, through a questionnaire parents have requested the return of a daily diary which the childminder has promptly addressed. Parents comment on the excellent communication. For example, one parent comments on the 'regular texts and updates to reassure her during the day'. All parents of current children have offered positive testimonials to the excellent care the childminder provides. For instance, one comments on the 'safe, clean, stimulating, loving home environment'.

The childminder has established rigorous monitoring systems, including self-evaluation and the use of early years advisers, to ensure that she has an excellent understanding of what she does well and the ongoing improvements needed to ensure outcomes for children are excellent. All identified improvements have been evaluated and analysed with regard to the impact they have on children. Forthcoming endeavours, such as purchasing low level storage units, have been assessed on how this will improve children's care, learning and development, such as further developing their choices and independence. The childminder is enthusiastic and takes effective steps to evaluate the provision and systems are fully embedded to ensure that continuous improvement is maintained.

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

Children thrive under the watchful eye of a dedicated childminder. There is a broad and balanced range of experiences planned in accordance with children's interests and learning priorities. The childminder responds exceptionally well to children's needs and ensures there is a balance of child-initiated and adult-led activities. She

acknowledges that, at times, children are happy to play independently. Children thoroughly enjoy their time with the childminder and each child is offered individual attention to enhance their learning and development. For example, one child is supported to complete a circular jigsaw. The childminder gives the child ongoing instructions relating to the process and encourages the child to observe the pictures to challenge her communication skills. Children are actively involved as they are able to make decisions about their play. There is an excellent range of high quality toys and resources which meets children's individual requirements. Children confidently access resources that interest them, such as dressing up in a range of costumes and accessories. One child is keen to dress up as a princess and, after confidently asking for assistance to tie her ballet shoes, requests some music. She responds to the music showing good coordination and spatial awareness as she twists and turns. Children show respect for others and are very careful in ensuring that younger children are included in activities, as does the childminder. For example, all children are included in making play dough. They use mathematical language in their play as they discuss spoonfuls and cupfuls counting quantities out. They exhibit very good fine motor skills as they stir the mixture using a wooden spoon showing a good pincer grip. They listen to instructions and discuss the texture of the mixture. Children play harmoniously. They are very clear on expectations and boundaries and show respect for the family home. Children are fully engaged and there is little opportunity for them to be bored or disinterested.

Excellent systems are in place to ensure that children's progression is fully monitored. Pertinent observations are made which link to children's stage of development so that learning priorities are successfully identified. Each term a summary of children's progression is shared with parents and most parents contribute to their children's learning and development. Alongside the learning diaries, the childminder ensures that parents are well informed of children's achievements through a daily diary and a photographic scrapbook of children's engagement in activities.

The childminder provides children with healthy and nutritious snacks and meals. Children are able to make healthy choices, for instance, at snack time children are offered a selection of fruit and are supported to prepare this for themselves. All snacks and meals meet children's individual requirements. One parent comments on the 'caring, patient and very understanding nature' of the childminder who has followed her child's diet rigidly and without complaint. Children are aware of their own personal needs and access the toilet independently. Each child has an individual hand towel to ensure that the spread of infection is limited. Rigorous hygiene arrangements have been established with regard to food preparation to prevent the cross-contamination of food substances, such as the sterilisation of utensils and rigorous hand washing in between preparation of food.

Children's experiences are enhanced through regular outings and visits within the local environment, such as a group excursion to the local fire station. The childminder is excellent at responding to children's interests and extends their understanding of safety with relevant activities within the home, such as using large boxes to create a fire station and encouraging children to be aware of the procedure they should follow if there is a fire. Children remain safe on outings as

the children receive clear explanations to ensure they are aware of their own safety, such as discussions on road safety. Relevant risk assessments have been established for each type of outing ensuring children's ongoing safety. Robust systems have been established to ensure that accidents and medication are routinely recorded and shared with parents.

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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