

Inspection report for early years provision

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Inspection date	15/04/2010
Inspector	Beverley Blackburn
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 was registered in 2001. She lives with her husband and two children in Calne. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the property is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six minded children under the age of eight years at any one time, of these, three children may be in the early years age group. She is currently caring for five children in the early years age range, all of whom attend on a part-time basis. The family has two cats and some fish.

The childminder is a member of the National Childminding Association. She has a National Vocational Qualification level 3 in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an excellent learning environment, where they are happy and contented.

The childminder offers an inclusive, stimulating early years provision, where each child is regarded as special and their individual needs are successfully met. The children progress extremely well because they are continually engaged in a wide range of self-chosen and adult-led activities that are interesting and exciting, that offer challenge and help to promote their learning. The childminder has a genuine commitment to offering a provision of the highest quality. She has an excellent capacity to further enhance the care and learning offered to the children.

What steps need to be taken to improve provision further?

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

- ensure that any animals on the premises are safe to be in the proximity of the children and do not pose a health risk
- consider ways to further inspire the younger children's interest in a range of stimulating and interesting activities

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to ensuring all information, including policies and procedures, which underpins effective management, is shared with the parents. She is diligent in ensuring all the required documentation is in place. These are comprehensive and very well documented. The childminder takes a

professional approach to her role in understanding the need to safeguard the children; the children's safety is of paramount importance to her. As a result, the arrangements for safeguarding children are extremely robust. Children's progress is carefully monitored to ensure all children move forward from their starting points. The childminder routinely supports every child to ensure their individual needs are met and that no child is disadvantaged.

Equality and diversity is actively promoted. The childminder teaches children to embrace other cultures, to respect and value them. She helps children to gain an appreciation of different cultures by looking at the world in which they live through positive resources such as books of different countries, dolls and posters and visits to places such as the local Mosque. Children are treated with equal concern and the uniqueness of each child is valued and respected.

The childminder has completed a very comprehensive self-evaluation and has identified aspects of her practice for improvements, such as introducing more information communication technology activities, enriching her knowledge in children's learning and development and to become an accredited childminder. The childminder regularly reflects on her practice and evaluates how she can continue to provide enjoyable learning experiences for the children in her care. The recommendation made at the last inspection has been addressed. All the parents are fully aware of the complaints procedure. The childminder's aim is to continue to provide an outstanding setting where the children are happy and contented and confidently learning through play.

The homely environment is safe and secure for children due to a rigorous risk assessment process, this is carried out every quarter. All areas of the home, including the outdoor areas, are visually checked daily. The childminder is aware of her responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. For example, ensuring children can take safe risks, explaining to them what they can or cannot do; talking to them about crossing the road safely and stranger danger. Children regularly participate in fire evacuation drills from which they learn to leave the premise quickly and safely. The childminder has a very good knowledge of child protection procedures and is confident in explaining her role and responsibilities should there be a concern.

The childminder has established effective ways of communicating with the parents and carers. She has an excellent relationship with them; this enables an effective two way flow of information. The information on the children is comprehensive, promoting good continuity in both care and learning. The parents are extremely happy with the care and education their children are receiving, they find the childminder friendly and professional. She takes the time to seek the parents' and children's opinions of her setting through regular questionnaires. Parents are also able to express their opinions by using the website. The childminder has helped the parents to understand the Early Years Foundation Stage and how children learn through play by sharing with them an excellently presented learning journal. The childminder is developing an excellent link with the other services involved in early years education of children which helps in the progression of the children's

learning and development. The childminder provides high quality care and education for all children in her care.

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

Children play and relax within a vibrant, stimulating child-centred environment. Informative notice boards, photographs of the children engaged in activities and examples of the children's artwork help to create a welcoming atmosphere for children and their parents. The children are independent and demonstrate very good self-esteem. They confidently make choices as they help themselves to a wide range of exciting resources that are attractively displayed at children's height to enable self-exploration. The children have an extremely good relationship, both with the childminder and their peers. They play cooperatively together, are able to share resources, such as planting hyacinth flower seeds for Mothers' day or cooking activities such as making jelly. The children take part in an excellent balance of activities, both indoors and outdoors that are exciting, age appropriate and help to promote their learning. The childminder is providing a stimulating and interesting provision that has a positive impact on the experiences for the children.

The childminder has an excellent understanding of the Early Years Foundation Stage, she feels that completing the NVQ level 3 has helped to enhance her knowledge and understanding of the framework. She offers a carefully considered balance of child-initiated and adult-led activities. She is highly skilled in ensuring that each child receives good quality, individualised attention. Children play in an environment that is rich in signs, symbols, pictures, books music and songs. She undertakes regular, dated written observations of the children, which she uses to assess their differing stages of development and to plan the next steps in their learning. She maintains Learning Journey scrapbooks for each child, which include assessments of children's progress, planned activities to promote their future learning and carefully selected photographs that support her assessment judgements. She is able to identify effectively any gaps in the children's learning and development. Children's 'wow' moments are appreciated and celebrated, for example, standing nicely while waiting for the train or calling the childminder's name for the first time. The childminder supports young children very well, they are included in all activities, however, introducing more creative and sensory activities would enhance the younger children's learning experiences.

The childminder offers the children a wide variety of snacks that help to increase their appreciation of healthy options. She has a healthy eating policy which she shares with the parents and encourages them to provide healthy lunches for their child. The childminder helps children develop self-awareness and healthy bodies awareness; they know when they require a drink. The childminder has a clear understanding of children's allergies and has clear procedures in place to meet their dietary needs and parental wishes. Children are encouraged to learn about healthy lifestyles. They enjoy regular outdoor exercise and outings, such as walks, playing in the garden or visits to local amenities. The childminder ensures that children's personal hygiene is well promoted, her home is clean and well

maintained. Children are encouraged to wash their hands when required and antibacterial hand wash is easily accessible, however, the cats' access to all areas of the kitchen is not sufficiently managed and could pose health risks.

There is a range of measures to promote children's safety. The premises are secure, a fire blanket is immediately available, fire drills are regularly practised and hazardous materials are inaccessible to children. The childminder carries out regular risk assessments of all aspects of the home to help keep children safe.

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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
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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