

Inspection report for early years provision

Unique reference number	EY342589
Inspection date	18/02/2010
Inspector	Elaine Douglas

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 2006. She lives with her husband and three children aged 13, 11 and six years. They live in a house in Bridgwater close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, including a dedicated playroom. There is a fully enclosed garden for outside play. The family has fish in a tank.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 13 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and pre schools to take and collect children. She attends several toddler and drop-in groups on a regular basis. The childminder is a member of the National Childminding Association and Victoria Childminding Network Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and learning and development needs are highly effectively met through the childminder's excellent awareness of the Early Years Foundation Stage (EYFS). Positive relationships with parents and other adults involved in children's care ensures that their individual needs are met. This means that children make rapid progress in their development, considering their starting points and abilities, and no child is disadvantaged. Children's safety is given the highest priority. An excellent commitment to continuous improvements and the implementation of self-evaluation ensures that actions are identified and completed to promote excellent outcomes for 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:

- continuing to develop the assessment system in order to record the contributions from all adults who interact with the child

The effectiveness of leadership and management of the early years provision

The children are very effectively safeguarded through the childminder's thorough understanding of the signs and symptoms of neglect or abuse, and there is

excellent documentation in place to provide relevant guidance in the event of a concern. The childminder has recently renewed her knowledge by attending safeguarding training. She holds a current first aid qualification and obtains consent from parents to seek emergency advice or treatment. A comprehensive range of risk assessments are used to safeguard children in all areas of the premises and on each and every outing. These are regularly reviewed to ensure they remain relevant to the children attending. Children's personal files are extremely well organised and contain all required information to safeguard children.

The childminder displays an excellent commitment to reviewing her own practice and ensuring high quality outcomes for children. For example, she seeks advice from the local authority and acts on their recommendations. She attends any relevant training to update and increase her knowledge to benefit the children, and attends childminding conferences and meetings to share good practice. She has begun to use a system of self-evaluation and has identified actions for improvement. For example, she has introduced questionnaires to gain children and parents' feedback, and joined the toy library to extend the ICT resources. Children's shoes are now kept in a basket to make emergency evacuation quicker and she has sought advice from a fire safety officer. She ensures children access more resources which provide positive images of people's differences, which was raised as a recommendation at her last inspection. She is also booked on to training in Somerset Total Communication to use with all the children and ensure an inclusive provision.

The excellent organisation of the childminder's premises, documentation and time, contributes significantly to children's welfare and learning. Parents receive excellent information on the provision and their child's care, and express in writing their complete satisfaction with the childminder's provision. Thorough policies and procedures are in writing and shared with parents. Daily verbal and written communication ensures that children's individual needs are met and parents are kept well informed of their child's care and learning. Although the childminder liaises with other providers of the EYFS the children attend, to ensure continuity of care, they do not share development and learning records to provide cohesive support.

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

Children are very happy and settled in the childminder's home. They hang up their coats and remove their shoes before going to the window to happily wave goodbye to their parents. The learning environment is extremely well resourced and attractively set out, with children's art work and relevant posters displayed. Children access a wide range of books and regularly enjoy sharing these with the childminder, which is evident in their play. For example, they use large bricks to construct their version of Meg and Mog, and create a three-dimensional collage of The Three Little Pigs. Children develop great skills as they learn to use a range of tools. For example, one child uses a tape dispenser, while another carefully uses scissors to cut material.

The childminder skilfully engages in children's play, posing questions to challenge their thinking and promote problem-solving. She uses daily routines and everyday objects, which are relevant to the children, to promote their awareness of shape and numbers. For example, children talk about the smallest and largest when eating grapes, and name the shapes on their tights and boots. The childminder encourages children's independence as much as possible, while providing any necessary support. Children are fluent, confident communicators, they talk about their homes and their friends, and regularly recall stories and situations. Children of all ages have very good access to writing resources and opportunities to develop their emergent writing. For example, children make their marks on labels for their pots of seeds; the older and more able children write recognisable letters.

The childminder makes regular observations of the children's achievements, as they learn through their play, which are cross-referenced to photographs and the early learning goals. She analyses her observations to help her plan interesting activities and play opportunities for each child's next stages of development. Very good use is made of impromptu situations, such as monitoring how long the recent snow took to melt, seeing the difference frost makes to the environment and having a music session when a child brought their keyboard from home. Regular trips in the local environment are organised to significantly enhance children's learning, for example to the fire station, farm, beach, library, swimming pool and forest trails.

Children develop an excellent awareness of a safe and healthy lifestyle. The childminder's excellent hygiene procedures protect children from illness. Children are provided with liquid soap and their own towels, and wash their hands prior to eating, after using the toilet and after being outside. Tissues are available for them to blow their nose, which are disposed of before washing their hands. Antibacterial wipes and gel, as well as disposable gloves, are all used to prevent cross contamination. Children are encouraged to make healthy choices for their snack and regularly drink from their own beakers. Children talk about the pips in fruit and how they planted some to grow their own fruit and vegetables. Children are aware of using scissors safely and warn the childminder to be careful. They have daily opportunities to be outside and on the walks to school they learn about stranger danger and road safety, and regularly practise the emergency evacuation procedures.

Children develop strong attachments to the childminder because she builds warm caring relationships with them. She models good listening and values children's contributions. She praises and encourages their own ideas, and builds children's confidence by giving them appropriate responsibilities. Consequently, they are extremely well behaved, develop very good dispositions to learn and are confident to ask the childminder to repeat activities they have enjoyed previously. Children are proud of their achievements and decide if they would like to take their art work home or display it on the childminder's wall, this helps them develop a strong sense of belonging and ownership. Excellent access to resources and opportunities to make independent choices ensures children enjoy their time with the childminder and are motivated to learn.

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	2
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met