

Inspection report for early years provision

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Inspection date	26/02/2010
Inspector	Michelle Tuck
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 2001. She lives with her husband who is also her assistant and two children aged 15 and 11 years in Merley, near Wimborne, Dorset. The whole of the ground floor of the house is used for childminding, including a dedicated play room, sitting room, study area, quiet room, toilet and kitchen. The first floor is only used for rest times and overnight care. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll of which eight are in the early years age range. She is registered to care for six children at any one time and 12 when working with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development as they enjoy the excellent variety of activities on offer to them. The childminder observes them closely to be well aware of and to extend their individual needs and interests. The home is very well organised to enable children to choose from a wealth of attractive resources and to be fully engaged in interesting play activities. The childminder works in very close partnership with families, other agencies and providers so that children's learning and welfare needs are met effectively. All required records are highly maintained and documents updated as necessary. The childminder's detailed evaluation ensures that plans are well focused to bring about further improvement to her provision and 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:

- ensure the front door key is always stored out of reach to children

The effectiveness of leadership and management of the early years provision

Thorough, comprehensive policies, procedures and documentation are in place to ensure children's welfare is promoted. Risk assessments are carried out regularly and revised to ensure risks are minimised. The childminder regularly updates her knowledge with regard to child protection to have a secure understanding of current legislation. All adults in the household are vetted. The children are taught to keep themselves safe, for example, during emergency evacuation practices and on outings. All childminding records are highly maintained to support the excellent care offered to children and their families. As a result, the childminder supports all

children to achieve highly. On the day of inspection the front door was locked but the key was left in the door. This is not the usual practice and the supervision of the children by the childminder is exemplary so the risk to children was minimal.

Partnerships with parents and carers are outstanding. Families receive very detailed explanations about the Early Years Foundation Stage. Information about the children is frequently shared in conversations, two-way day books and detailed feedback on the children's achievement and progress. Parents are encouraged to become involved and support their child's learning. Parents commend the friendly, caring childminder for her support and flexibility. They appreciate the environment that is bright and positive with attractive, stimulating resources and being kept well informed of their child's progress. The childminder has excellent links with the other providers caring for children. She shares information very effectively with them, especially concerning children with special educational needs and/or disabilities.

The childminder is experienced and very organised so that her provision is expertly managed. She makes excellent use of her time and resources to fully meet children's needs. She actively promotes equality and diversity, ensuring activities are adapted appropriately to enable all children to access them if desired. She monitors activities and assessment is rigorous so children are fully integrated and achieve very well. The childminder makes excellent use of ongoing reflection that leads to in-depth self-evaluation. She is well aware of her strengths and fully considers the spoken and written views of parents and children to help identify areas for improvement. These include purchasing new equipment that the children ask for. The childminder's record keeping about the children is meticulous. The childminder demonstrates an excellent capacity for continued improvement in the future.

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

Children thrive in a stimulating, inclusive environment. They make excellent progress in relation to their starting points and capabilities that are fully shared by their parents. The childminder's teaching stems from excellent knowledge of the early learning goals and of how young children learn and achieve. Rich, varied and imaginative experiences fully meet the needs of all children. High quality observation informs rigorous assessment and planning that is tailored to each child's needs and abilities, including those with special educational needs. Rigorous monitoring systems ensure that children continue to make maximum progress in each area of learning. Young children enjoy learning through interesting play and practical activities as the childminder continually responds to their early communications about what they doing. She effectively supports and challenges them by asking, for example, "What colour is this? What shape is the train track?" Children are active learners, interested in the variety of toys and concentrating for a long time at each activity.

The children gain an excellent understanding of how to lead a healthy lifestyle. They learn the importance of adopting good hygiene practices and through

discussion learn about the benefits of healthy eating. Children are active and effectively learn about the benefits of physical activity. They are extended by the different opportunities offered of physical play, such as soft play centres. They gain confidence on a variety of challenging play equipment and enjoy daily walks taking in fresh air and exercise. Children enjoy cookery sessions and are keen to try different tastes in meals that they have prepared.

Children are very settled and quickly become absorbed in their play. They feel safe with the childminder and gain an excellent understanding of safety issues. They behave in ways that are safe for themselves and others, confidently moving around the house, following positive house rules. Children enjoy their learning immensely and show a strong desire to participate and make choices. The childminder is highly skilled and sensitive in her management of children and their behaviour. As a result, young ones behave very well, interacting and learning to respect, cooperate and share resources. The childminder is an excellent role model so children develop high levels of self-esteem through her warm praise; they respond to become kind, polite and considerate. Younger children often meet others at toddler groups where they extend their social skills. Acknowledgment of other cultures and differences is integrated in a natural way which provides children with valuable opportunities to learn about other people's lives and customs.

Children develop excellent skills that will support them in the future. These include early language to communicate with others and to initiate and solve problems as these arise in their play. They become absorbed in rhymes and delight in sharing books and stories.

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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