

Inspection report for early years provision

Unique reference number	118384
Inspection date	27/05/2010
Inspector	Jacqueline Allen
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 registered in 1999. She lives with her husband and two adult children in Clevedon, North Somerset. Children have access to the ground floor of the family home, and to the first floor bathroom and main bedroom which is used for sleeping. There is a fully enclosed rear garden available for outside play. There are a few local shops, a park and a pre-school within walking distance.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years old, of whom three can be in the early years range and a maximum of two children may be under one year old. There are currently three children on roll, all of whom are in the early years range. The family have a dog and three cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All aspects of the Early Years Foundation Stage are effectively implemented to ensure children's individual needs are met exceptionally well. The childminder is extremely motivated and committed to making continuous improvement. Her realistic self-evaluation system shows many areas in which she would like to improve and highlights additional training which will further improve the outcomes for children. Children are well integrated and making excellent progress in their learning and development. Excellent partnership working with parents and other providers ensures every child receives high levels of support at an early stage.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child.

The effectiveness of leadership and management of the early years provision

The childminder gives the highest priority to safeguarding children. Her practice is underpinned by a comprehensive safeguarding policy and information booklets, which ensures she knows what to do if she has concerns about a child in her care or if allegations are made. She is also booked to attend safeguarding training to further improve her good knowledge. Children are very safe within the childminder's home as she is vigilant in identifying potential hazards and taking action to minimise these both within the house and on outings. Children's minor accidents are appropriately recorded and treated, as the childminder holds a valid

first aid certificate. Robust systems for recording children's attendance, medication needs and fire drills are in place.

Furniture, equipment and resources are of high quality and suitable for the ages of children. Toys are stored at children's level on the floor for safe, easy access, which encourages self-selection. The childminder ensures these reflect diversity to increase children's awareness and understanding of the differences within society from an early age. Children are valued as being unique, with their individual needs recognised and met by the warm, attentive and caring childminder, who divides her time equally between children, within the inclusive environment.

The childminder has established very effective channels of communication between parents, other providers and professionals, which successfully promotes children's learning, development and welfare. For example, daily diaries are recorded, and planning and children's records shared, as well as ongoing verbal communication. This ensures children's individual needs are very well met.

The childminder's detailed self-evaluation is used as a working document, with coloured post-it notes to easily identify priority issues. This ensures that further training is promptly booked and well organised. For example, she has booked to attend training on equality and diversity and is starting a level 3 qualification. She is very open to receiving any additional help or advice to improve her practice, and as a result, has been supported by the local authority. Recommendations raised at her previous inspection have been completed and even minor issues identified by herself, such as the positioning of the fire blanket, have been promptly addressed. This shows her commitment to continuous improvement.

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

Children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard, through well organised daily routines. The childminder ensures they are well hydrated by reminding them to drink or offering drinks regularly as she talks about the importance of this in hot weather. Children sit in age appropriate seating arrangements, such as a highchair, or low table and chair for their home cooked reheated meals. The childminder shows her excellent knowledge of child development as she observes how younger children enjoy finger food and explains how beneficial it is for the muscles in and around the mouth to be exercised to ensure good speech formation. She ensures that all children have space to move freely within the home and garden and that physical exercise is planned on a daily basis both inside and outdoors, for example, when they visit local parks, feed the ducks, play ball and use the ball pond. Children greatly benefit from being cared for in a clean and well organised household where good hygiene is promoted through ongoing hand washing and very effective nappy changing routines.

Children show a strong sense of security and feel safe within the childminder's attentive care, as a result of the high quality adult interaction and exemplary organisation of routines. This means that children settle quickly to sleep, are

frequently checked by the vigilant childminder and are learning how to keep themselves safe through the ongoing discussions. They are developing excellent relationships and display high levels of confidence and self-esteem through the routine encouragement of the childminder and genuine praise for their efforts. They engage in a wide range of activities and experiences with the attentive childminder, which ensures that they do not get bored. Children's behaviour is exemplary as the childminder values each child and encourages an understanding of the needs of others. Children develop excellent early skills as they explore their surroundings with great interest as active and inquisitive learners.

The childminder undertakes regular observations and photographs and collates children's own work into their learning diary, which reflects the varied and imaginative experiences experienced. Written information shared from other provisions, through parents, is incorporated into the child's diary which clearly shows that they are making excellent progress. Although next steps are identified, these are not always raised as a result of a clear assessment system which shows children's progress towards the early learning goals. However, this has been identified by the childminder as an area for improvement. Children are confident in the presence of the inspector and happy to draw her into their play as they show her how to use the electronic computer. They clearly know how to turn this on and off and begin to show awareness of counting as they press the buttons one to 10. Children's colour recognition is well established and through using the ball pond they show that they have an understanding of 'one more' and 'another' when selecting and matching balls of the same colour. They enjoy experiencing the feel of pasta and rice as they fill plastic bottles to make musical shakers, confidently using small tools as they negotiate how to get the rice into the small opening, and relishing the difference in sound when their persistence pays off and these are completed. Children explore their surroundings as they crawl, walk and play. They help to stand up the skittles before practising their rolling techniques with the ball, and proudly remember where to put their fingers and thumb, as directed, the next time.

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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