

Inspection report for early years provision

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Inspection date	26/04/2010
Inspector	Kerry Iden
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 2001. She lives with her husband and their two children in Wick, Littlehampton, West Sussex. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder provides a non-smoking environment. Currently there is a dog, cat, guinea pig and cockatiel on the property.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of five children at any one time and is currently minding three children, two of whom are in the early years age group.

The childminder is a member of the National Childminding Association. She has completed her training to become an accredited childminder and attends training on a regular basis to update her skills.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is totally committed to her work, the children she cares for and their families. Highly effective partnerships between the childminder, parents and other agencies ensure individual children's needs are fully met. Through her positive and pro-active attitude and systems of evaluation, the childminder demonstrates the capacity to continue to make improvements to her setting, which will have a positive impact on 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:

- further promote opportunities for children to develop their independence skills through routine activities.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure premises where the childminder demonstrates a comprehensive awareness of safeguarding issues. All written permissions from parents are in place including those for extra areas of care such as transport, outings and taking of photographs. Records for accidents and the administration of any medication are clearly noted and parents sign each entry. The childminder keeps her first aid qualification up to date. Children are fully protected by the childminder's excellent understanding of all aspects of child protection. The childminder's detailed policies and procedures ensure parents are

aware of her commitment to children's well being. The childminder and parents work in partnership to ensure children's safety; for example, the strict arrangements for collecting children from the setting. Effective and detailed risk assessments for the home and outings, as well as daily visual checks, ensure children can play and learn in a safe environment. Through routines and activities, children are gaining an excellent awareness of how to keep themselves safe. The childminder allows them to take appropriate risks whilst encouraging them to identify the dangers.

The childminder offers an exceptionally well organised and professional service and shows great commitment and enthusiasm to the children and their families. Through her own evaluation of the setting, the childminder demonstrates an accurate understanding of the strengths and weaknesses of the provision. This information is used effectively in her annual action plan, as the childminder prioritises improvements that will have the greatest impact on the children. This enables her to ensure she continually drives improvement within her own setting. She has very clear systems for her documentation and shares her extensive policies and procedures with parents at the outset, to ensure they are fully informed of the service she offers. The childminder continually reviews her policies to ensure they hold the most up to date information and are reflective of the requirements of the Early Years Foundation Stage. The childminder shows dedication to developing her knowledge in all aspects of her work. She keeps herself up to date with current practice through the variety of training she attends and liaising with the childminding network.

The layout of the childminder's property offers children excellent space in which to play and learn. Different areas of the home offer children different types of play, they particularly enjoy the free flow arrangements to the outside area. The ground floor is transformed into a child friendly space, which is conducive to learning and children are able to access play equipment themselves. The childminder is very thoughtful to how children can learn. She knows their preferred learning styles and resources and often needs only a few resources to fully stimulate and challenge children on an individual level. The childminder not only makes best use of her own resources but uses the local environment, outside spaces and local amenities to compliment her educational programme.

The childminder has excellent knowledge of each child's background. Ongoing discussion with parents enables her to fully understand the ever changing needs of each child in her care. Through the variety of activities and resources, both in the home and elsewhere, the children are developing a healthy awareness of diversity within society. The childminder fully encourages the children to value everyone on an individual level. She role models this behaviour by valuing the children's ideas and input into every day events and plans within her home. The childminder is committed to ensuring equality and inclusion within her setting. She has a strong understanding of differentiation. She gives each child individual challenge whilst allowing a mixture of age groups to work together, to achieve their desired results.

Parents are extremely well informed. The childminder has clear policies and procedures and useful information for parents is displayed on their notice board. Parents are kept fully informed of the activities and events planned for the

children, through regular newsletters that the childminder writes. Children are encouraged to contribute their views and opinions about the provision, particularly through discussion around topics or events they would like to look at. Parents are also regularly consulted on their child's development. Those with children in the early years age group are invited to share in their child's development record, where they are able to contribute towards their child's learning. In addition, parents are also invited to make comments about the setting through questionnaires and open discussion with the childminder. Therefore, partnerships with parents are well established and they are encouraged to make a strong contribution to their child's achievements.

The childminder is highly committed to extending her partnership working with other professionals. She takes a lead role in establishing effective working relationships with others to fully support the children in her care. She makes contact with key staff in other early years settings the children attend, to share non-confidential information and knowledge of children's progress towards the early learning goals. This also enables the childminder to gain a good understanding of how the children are in a different setting. The childminder also works closely with other outside agencies, such as her network co-ordinator, to ensure she maintains up to date knowledge.

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

Children are making massive strides in their development and progressing rapidly towards the early learning goals. The childminder has an expert knowledge of all aspects of each area of learning and fully promotes these through the children's play. The childminder is highly skilled in assessing children's likes, dislikes and preferred learning styles; she fully understands the children's preferences and uses these to help them learn. In the highly stimulating and welcoming environment children demonstrate high levels of confidence, curiosity, imagination and concentration. The childminder has made her home an enabling environment for young children, to allow them to make independent choices about their play and make a positive contribution to the setting. The good balance of child inspired play and planned activities ensure children become independent learners, as well as take part in a planned educational programme. The childminder's quality of teaching is inspirational, she ensures children maximise their learning potential through every day play. This enables the children to enjoy their time in the setting whilst achieving at every level. Through comprehensive information, both on a daily basis and through her reviews of observations made on the children, the childminder assess the children's progress in all areas of learning. The childminder identifies the next steps for each child. She uses this information when planning future activities and experiences, to ensure each child receives a rich and fulfilling experience with individual challenge.

Children show a strong sense of security and feel safe within the setting. They demonstrate an ownership of the premises as they move around the ground floor of the house with confidence. The interaction between the children and the childminder is exceptionally warm as they play, laugh and interact together.

Children are developing a very strong awareness of their own safety, through continual discussions with their childminder about risk taking. Children know why they wear high visibility jackets when away from the setting. They are encouraged to think about the potential consequences of their actions, for example, climbing in dressing up shoes. During routine activities, the childminder uses spontaneous discussion to reinforce children's existing knowledge of their own safety. For example, during a child-led activity of making castles in the sand tray for a prince and princess, discussion was used about the road safety between the castles ensuring the prince and princess stayed safe.

The childminder fully supports the children as they gain awareness of healthy lifestyles. Children show an excellent understanding of the importance of following good personal hygiene routines. They know they must wash their hands before they eat; the childminder reminds them that although their hands may look clean, germs cannot be seen. Procedures, such as individual hand towels for children, reduce the risk of cross infection amongst the children. Children have many opportunities both inside and especially outside to develop their skills in physical activities and regular exercise. They show an awareness of healthy eating as they select their fruits at snack time, prepared by the childminder. Their table manners compliment their excellent behaviour throughout the day. At mealtimes, children know how to sit correctly at the table and to wait until they have finished what is in their mouth before responding to questions.

Children are developing their skills for the future well. They play a full and active role in their learning. Through routine activities they show great curiosity, a desire to explore and are inquisitive learners. The childminder offers the children practical problems to solve, challenging their critical thinking. The childminder seamlessly develops each child-led activity to maximise its learning potential. For example, while children play with the water and sand tray the childminder develops their knowledge on water displacements, volume and capacity. She encourages the children to predict what will happen next, as the wet sand is placed in the bucket and they correctly identify that its going to be stuck. This develops further as children use their skills in following instructions, as they make boats to race along the water. This in turn leads to conversation about floating and sinking, discussing the concepts of different weights. The children's behaviour within the setting is exemplary. They are highly stimulated, focused on what they are doing and are effectively challenged for their individual capabilities.

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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