

Inspection report for early years provision

Unique reference number	EY278629
Inspection date	20/07/2010
Inspector	Rachael Williams
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2004. She lives with her husband and two children in a bungalow in Portishead, North Somerset. The family care for three cats and a tortoise. Childminding predominately takes place in the dedicated play room and kitchen/dining room. A bedroom is used to accommodate overnight sleeping arrangements and children access appropriate toilet and bathroom facilities. There is a fully enclosed rear garden on two levels which is accessed via steps.

The childminder is registered on the Early Years Register and both parts of the Childcare Register for a maximum of six children under eight years old; of whom three may be in the early years age group. At present, the childminder cares for six children on a part-time basis; all of whom are in the early years age range. The childminder is registered to provide overnight care for one child under eight years old.

The childminder has a level 3 early years qualification and a level 3 speech and language qualification. From September 2010 she will be a lead practitioner for speech and language for the northern part of the county.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an exemplary childminding service. Highly effective self-evaluation systems ensure that the childminder has excellent knowledge of her provision and how identified improvements will impact on the outcomes for children. Partnerships between providers, parents and other agencies are excellent ensuring that children's needs are acknowledged and positively supported. All children make excellent progress in their learning and development in relation to their starting point and capabilities and their welfare is consistently and effectively promoted.

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 enhancing the indoor and outdoor learning environments as identified through the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Robust systems have been established to ensure children's safety. All documentation required for the safe and efficient management of the childminding

service is effectively maintained. Policies and procedures are regularly reviewed, clearly understood and implemented to ensure the smooth running of the childminding practice. Effective arrangements are in place to ensure that all adults residing at the home have been appropriately vetted and information is readily available. Comprehensive risk assessments of all areas used by the children, including the outdoor area, ensure risks are effectively eliminated and the children enjoy a safe and hygienic environment. The childminder has excellent knowledge of child protection issues and procedures to ensure children's ongoing well-being.

The childminder values and respects the diversity of each child ensuring that their individual needs are fully met within an inclusive environment. All children are well-integrated into the provision and are actively involved in their learning and development. For example, the childminder consistently asks older children to evaluate the activities they engage in to improve future planning of experiences. Positive and caring relationships are established and every child is confident and settled within the homely environment. The childminder takes time to get to know the children through flexible settling in arrangements and engagement with all interested agencies. This enables effective partnerships with parents to ensure continuity in children's care. Partnerships with other early years providers and professionals are exemplary. For example, effective liaison with Springboard and speech and language therapists ensures excellent knowledge and implementation of individual educational plans.

Rigorous monitoring of the childminding service shows excellent understanding of what the setting does well and what it needs to improve. For example, the childminder acknowledges the need to provide a safe and secure environment where children can show independence in their choices. This is done well at the moment, however, the childminder wishes to improve the opportunities for the children by ensuring safer storage of toys and resources within the play room and to provide more safety features outside such as, continuing the low-level fencing throughout the garden to encourage children's free movement when using ride-on toys. The childminder is excellent at ensuring that actions are well-targeted and that they have an outstanding impact on ensuring sustained improvement for the provision. Children are cared for by an accomplished childminder who is proactive in accessing ongoing training to improve the service she provides, such as regular safeguarding and first aid training. More recently she has accessed relevant training to support children with speech and language difficulties.

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

Exceptional organisation of the learning environment and the activities children engage in ensures children make excellent progress in their learning and have consistently good levels of achievement in relation to their starting point and capabilities. Children are eager to attend. The dedicated play room is well-organised to meet children's developing needs. They are able to independently access an abundant range of high-quality toys and resources, including natural objects, therefore, making decisions about their play. Children confidently persevere with chosen activities. For example, a toddler consistently repeats

actions when trying to open the pushchair to take her dolls for a walk, learning from each failed attempt. The childminder acknowledges that each child is developing at their own pace and ensures that activities are adapted so that all can be involved. For example, when introducing new songs to the children an older child is encouraged to repeat and imitate refrains whilst younger ones are praised for listening and responding to the actions, such as bouncing in time to 'Sleeping Lions'.

Purposeful assessment plays an integral part in children's development. Pertinent planned and spontaneous observations are made which clearly identify children's stage of development and their learning priorities. Parents are actively involved in the process, willingly adding their contributions to the summative assessments. The childminder engages with parents to enhance the provision. For example, when noticing a toddler's delight in exploring how things work the childminder discusses this with the parents and is able to provide additional activities for the child to explore and challenge his understanding. The childminder uses these observations and assessments to plan relevant and motivating learning experiences for each child. For example, acknowledging a younger child's love for physical activities and wishing to challenge his development, the childminder organises a visit to a local farm where the child is able to become actively involved in the 'Welly Splash' area. It is here that he engages in problem-solving and pouring activities where he is able to show increasing control when using different tools and equipment.

Children's self-esteem is nurtured by the childminder through the establishment of excellent relationships, acknowledgement of individuality, praise and encouragement. Their welfare is of high priority and is exceptionally well promoted. It is significantly enhanced by the implementation of effective practice by a knowledgeable childminder with a high level of consistency. Children have a strong sense of security and belonging. They are developing high levels of understanding of dangers and how to stay safe through the childminder's consistent practices and her clear explanations. For example, with older children the childminder engages them in conversations to extend their understanding of how to cross a road safely. Through clear procedures, such as the implementation of an effective evacuation plan, which is practised with the children, children become aware of their own safety. Robust systems are in place to ensure that children become aware of hygienic routines. For example, the childminder talks about washing her hands before she prepares healthy and nutritious snacks and meals in a scrupulously clean kitchen. Older children are fully aware of the need to wash their hands before eating and do so independently. The childminder is mindful of the spread of infection and implements an effective procedure to protect the children. For instance, during the swine flu epidemic children were encouraged to dispose of their tissues in the toilet so that germs could be flushed away. An effective policy has been established to protect children from illness and infection and this is rigidly implemented. Parents receive informative literature to ensure they are aware of exclusion priorities. Consequently, outcomes for children are excellent.

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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