

Inspection report for early years provision

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Inspection date	29/04/2010
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.

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 two children aged three years and 10 months old. The family lives in Hambridge, near Langport in Somerset. Childminding takes place predominately on the ground floor, including a dedicated play room. 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 six children on roll, of which one is in the early years age range. She is registered to care for a maximum of four children at any one time.

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 childminder promotes all aspects of the children's learning and welfare with success and all documentation is exemplary. Children are safe and secure at all times and enjoy learning about the world around them. Each child's needs are exceptionally well met through highly effective partnerships between the childminder and their parents. The childminder's excellent commitment to self-evaluation fully involves the families in developing and taking forward her provision to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- enhancing children's good progress towards the early learning goals by obtaining more information from new parents about the children's learning in all areas.

The effectiveness of leadership and management of the early years provision

Excellent organisation and motivation of the childminder ensure children are happy, have positive experiences and are well cared for in a secure environment where their health and safety is of the highest standard. The childminder is very aware of her responsibilities for the safeguarding of the children in her care. She keeps her knowledge of child protection issues up to date and has a good understanding of current legislation. All adults living in the house are vetted and the children are always protected from those who are not checked. Detailed policies and statements are made available to the parents and 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 with excellence in their learning and development.

The childminder works very closely with other providers delivering the Early Years Foundation Stage for the continuity of care and sharing of relevant information to benefit the children. This approach enables her to respond swiftly to any identified learning and development needs. The childminder has developed very good partnerships with parents and families receive an excellent level of information. New parents share detailed insights about their children, although not in each area of learning.

The childminder's practice has excellent regard to equality of opportunity and is highly inclusive because of her in-depth knowledge and clear understanding of each child's background and needs. Her excellent knowledge, resources and activities effectively help children to understand the society in which they live. The childminder is enthusiastic and has ambitions to raise the standards of care and learning further, for all the children in attendance. She has a clear vision of developments she wishes to make and is confident and capable to make continuous improvement. Evaluation takes full account of parents' views to identify her many strengths and she is highly competent in accomplishing the goals she sets for herself.

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

Children's learning is very well supported because of the childminder's secure knowledge of the Early Years Foundation Stage. Children thrive from her caring interactions as she supports them to access activities of their choice and gives them time to develop their play ideas and set challenges for themselves. For example, the children talk about 'vapour trails' as they use small vehicles to paint pictures of them. The childminder effectively extends their thinking by asking challenging questions so they are well encouraged to think about, 'What are these?', 'Which one do you think will fit?' Assessment through high quality observations is rigorous and information gained is used very effectively to guide planning of themes and experiences tailored to each child's requirements. Secure monitoring systems ensure that children continue to make maximum progress in each area of learning. Children thoroughly enjoy their time with the childminder who interacts and teaches effectively. She continually responds to their early communications, talking about what they and she are doing. For example, the children watch the childminder fix a bike with an Allen key. They help to choose which key she tries first and are able to say which one is the smallest. The learning environment successfully helps children make outstanding progress towards the early learning goals.

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 and they enjoy daily walks taking in fresh air and exercise.

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.

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 small world play 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

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