

## Inspection report for early years provision

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<b>Unique reference number</b>	221314
<b>Inspection date</b>	13/05/2010
<b>Inspector</b>	Jan Burnet
<b>Type of setting</b>	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 has been registered for over 20 years. She lives with her husband and adult daughter in a village location between Northampton and Milton Keynes. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The toilet is on the first floor. The family has two pet tortoises.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children aged under eight years at any one time and three may be in the early years age group. There are currently seven children in the early years group on roll and all attend on a part-time basis. Of these, three also attend a pre-school group and three are cared for by the childminder before and after school. The childminder also cares for six older school aged children and of these, one is aged under eight. The childminder walks to the local school to take and collect the children. She attends toddler groups.

The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder's understanding of the Early Years Foundation Stage is excellent and children's welfare and learning and development needs are superbly met. Inclusion is embedded throughout her practice and comprehensive information obtained from parents helps her to identify and fully address children's differences. The childminder's strengths are extensive but she still strives to improve the service that she provides for children and their parents. Her commitment to continue to monitor and extend her practice within her childminding supports the development of children's care and learning extremely well.

## **What steps need to be taken to improve provision further?**

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

- including in the risk assessment record, the measures in place in practise to ensure that children do not access the rhubarb growing in the garden.

## **The effectiveness of leadership and management of the early years provision**

The childminder provides a warm and welcoming environment and excellent measures are in place to promote children's safety and health. She is fully aware of her responsibilities with regard to supervising the children in her care and ensures

that children are never left unsupervised with a person who has not been vetted. She is constantly vigilant when children play in the garden and is aware of risks with regard to the leaves on rhubarb plants. Measures are in place to protect the health and safety of the children attending, but these and changes that would be made for younger children are not included in the risk assessment record. The record identifies how all other potential hazards have been identified and thoroughly addressed in the home and on outings. Superior systems are in place to ensure that children are safeguarded. The childminder makes sure that parents are aware of her clear safeguarding procedure and the Northamptonshire Safeguarding Children procedures. She is fully aware of her responsibilities and keeps her child protection knowledge up-to-date. All required documentation and records are kept in good order.

The childminder continually reviews her practice and in order to do so she consults with other professionals including the local early years coordinator, reception class teacher and pre-school key workers. The childminder regularly seeks information on childcare and education on the internet and reads childcare articles and magazines. She has completed a paper copy of the Ofsted self-evaluation form and has consulted with parents whilst doing so. The childminder monitors the service provided to ensure that standards remain high and continually consults Early Years Foundation Stage documents to ensure that children's care and education is promoted with full effect. There was one recommendation raised at the last inspection, to develop an awareness of the Government booklet 'What To Do If You're Worried A Child Is Being Abused - Summary'. This has been addressed by the childminder and the booklet is made available to parents.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are encouraged to be involved in supporting learning and development at home. Valuable information for parents is displayed and is included in a portfolio and in a folder that contains comprehensive policies and procedures which successfully reflect the ethos of the provision. Parents are asked for suggestions on the service provided. A questionnaire includes a request for their views on whether their child's needs are being met and on any recommendations that would improve the provision. Several parents provide written detail on the provision for the inspector and very complimentary comments include ones on the healthy and nutritious home cooked meals, the friendly atmosphere and the friendships that form amongst the children, the activities and experiences, and the excellent contact that they have with the childminder. Superior links have been developed with other professionals involved in the care and education of the children.

Strong systems are in place to ensure that effective inclusive care is provided for every child. The childminder is fully aware of each child's backgrounds and needs and children are encouraged to recognise their own unique qualities and characteristics they share with others. The childminder has drawn up policies on diversity and equal opportunities that clearly identify her practice with regard to acknowledging that everyone is different and that children live in a diverse and multi cultural society and so need to gain an awareness of different languages, food and clothing. Resources reflect positive images. Her aim is to ensure that children develop positive attitudes towards people different from themselves. In

discussion, the childminder explains how she ensures that the needs of children with special educational needs and/or disabilities, and English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs.

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

Children are making outstanding progress because the childminder uses her extensive knowledge of how children develop and learn to ensure that the challenge provided for individuals is of a very high standard and takes into account children's different interests. Resources are stimulating and challenging for children at different stages. Children's independence is promoted as they have opportunities to make decisions on what they would like to play with and they move freely between indoor and outdoor play activities. Planning, observations and assessment effectively support children's learning and development and parents are actively involved in their child's learning. The childminder works well with key workers at the children's pre-school to ensure coherence of care and learning and she takes advice from the reception class teacher on teaching methods.

Children's personal, social and emotional development is very strong. Young children are happy and settled because the childminder fully addresses their emotional security. Relationships are excellent. Children learn to develop positive attitudes towards people different from themselves and are encouraged to be sensitive and respectful of the feelings of others. Positive behaviour is always acknowledged and the childminder aims to build children's self-esteem. Children's creativity is promoted as they express themselves through art and craft activities, move to music and repeat situations familiar to them as they use role play resources. The childminder encourages children's awareness of their senses, for example, as they plant and grow flowers and vegetables, cook and taste a variety of foods, explore different textures and enjoy nature walks. They benefit from learning and play opportunities through visits and outings that include trips on the bus to the library and to Salcey Forest and walks to the local shop to buy ingredients for cooking activities. Exploring the outdoor environment is given a high priority and children enthusiastically extend their learning when they return home. For example, a child notices mole hills in the forest and so is then interested in finding books and looking on the internet for further information, and a child creates a collage picture of a butterfly that he has seen. The childminder extends his learning by exploring the life cycle of a caterpillar to chrysalis to butterfly with him.

Children develop and learn across several areas of learning as they take part in an activity, for example, baking. Children count spoonfuls of ingredients and weigh ingredients. They mix and mould ingredients and talk about what they feel, see, smell and taste. The childminder promotes their learning as she encourages children to experiment with how they mix the ingredients. They make some cakes with very little mixing and some that are mixed very well. When cooked, some look like biscuits and some have risen into cakes and so the children talk about the

reasons why.

Children develop an awareness of early calculation. They sort and match by colour and size when playing with toys. A three-year-old plays with plastic frogs and he identifies that there are four yellow and three of blue, green and red. He finds one more to make all groups the same. Children play games that promote counting and numeral recognition and the childminder is fully aware of their different stages of development. The childminder continually promotes children's language and thinking as she asks open-ended questions. Children are encouraged to select books and they enjoy sitting with the childminder as she reads to them. Older pre-school children's phonological knowledge is developing well. The childminder encourages children to identify words that rhyme. Pencil control develops well as children continually have access to crayons and pencils. The childminder asks every child to draw a picture of themselves for their folder. She dates the picture and then periodically asks them for another drawing so that she can track the progress of their pencil control. She asks children to label their own pictures with their name and some are able to form recognisable letters.

Children are active and understand the benefits of physical activity. They enjoy an excellent choice of equipment in the garden, such as swings for babies and for older pre-school children, scooters, tricycles, bicycles with stabilisers, balancing blocks and a trampet. They play ball games and practise catching, throwing and kicking skills. Children develop an awareness of their own growth needs in relation to other living things as they plant and care for peas, beans and tomatoes. They learn how to keep themselves safe and how to protect their own health, for example, good hygiene practices.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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