

Inspection report for early years provision

Unique reference number	259498
Inspection date	11/06/2010
Inspector	Jacqueline Mason
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 was registered in 2001. She lives with her husband and children aged 11, 13 and 16 in a market town in Norfolk. The whole of the childminder's house is used for childminding with the exception of the master bedroom and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. She is currently minding 10 children in the early years age group and all are minded on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and cares for 11 children in the older years age groups, again all on a part-time basis. The childminder walks to local schools to take and collect children and uses a car. The childminder attends the local parent and toddler group. The family has a parrot, a cat and fish as pets.

The childminder supports children with English as an additional language. She 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 has an excellent understanding of the requirements of the Early Years Foundation Stage, and consequently all children are well cared for and make rapid progress in their learning and development. Children are fully included in all activities and routines of the day and feel safe and content in the childminder's welcoming home. The childminder has excellent relationships with parents and others who provide care for the children. All necessary documentation is in place and organised well, including effective policies and procedures that help ensure children's safety and welfare. The childminder has positive plans for the future of the setting and these are focused on improving outcomes for 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:

- developing further the assessment of children's developmental progress in order to be more specific when identifying the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of the Early Years Foundation Stage and uses this knowledge successfully to ensure that children are well cared for and effectively supported. She is committed to promoting children's welfare

and has a very good understanding of safeguarding procedures. She is aware of the signs and symptoms of abuse to help her recognise when children may be at risk and knows how to report concerns following Local Safeguarding Children Board guidelines. Comprehensive risk assessments, along with daily checklists, ensures that children are able to play safely indoors, outside and on outings. The environment is welcoming, safe and conducive to learning, resulting in children thriving and developing a strong self-confidence.

Equality and diversity is at the heart of all that the childminder does with the children. The childminder is highly effective in ensuring that all children are included and readily adapts activities to take into account children's interests and individual stages of development. Each child's individual needs are recognised and catered for exceptionally well because the childminder has developed friendly and purposeful partnerships with parents and consults with them to meet individual requirements. This includes working with parents of children who speak English as an additional language to establish lists of words in the child's home language to enable the childminder to communicate and foster positive relationships with the children. Parents are provided with good quality information about the setting and testimonials from them include comments about the high regard in which the childminder is held and how much the children value her. The childminder has also developed excellent links with others who provide care and education for the minded children to ensure that continuity of care and learning is promoted.

All necessary policies and procedures are in place to ensure the effective management of the setting. They are robust and effective to support the welfare and development of children and they are routinely shared with parents. As a result, parents are able to make informed choices about their children's care. The childminder is fully aware of the strengths and areas for development of her setting and has a clear and achievable plan for developing and moving forward in both her professional development and continuous improvement. She includes the views of parents and children in her evaluation, using comprehensive questionnaires with parents, whilst with children she talks with them about their feelings and encourages them to draw smiley or sad faces to record their answers. The childminder is enthusiastic about further developing her childcare skills and knowledge. She is currently working towards a Foundation Degree in Early Years and is an accredited childminder who is able to provide funded nursery education.

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

The childminder provides a highly stimulating and welcoming environment which helps children to be happy and settled in her care, making themselves at home and developing an excellent sense of belonging. They readily make links between their home life and their time at the childminder's home, such as when putting their work on the wall in the playroom they make comments such as 'mummy and daddy will be so proud of me'. They are eager to attend and settle quickly. All children make rapid progress in their learning and development because the childminder supports them effectively, providing good quality teaching and learning experiences. An extensive and varied range of toys and resources are provided

that are fun, interesting and stimulate children's curiosity. Toys are appropriate to the children's ages and level of understanding and are readily accessible to encourage children to self-select and work independently as well as with adult support. Children's interests and preferences are recognised and if children choose to opt out of an adult-led activity then the childminder respects this decision and at the same time ensures that they are actively engaged in another activity of their own choosing. Because toys are stored well children who opt out of activities have an extensive choice of alternatives.

The childminder has purposeful and effective arrangements for identifying children's starting points through discussion with parents. She gathers useful information about children when they first attend, seeking the views of parents regarding their children's abilities, likes, dislikes and routines. Parents are encouraged to complete 'all about me' booklets which include photographs of people and objects that play a significant part in their child's life. Children are observed as they play and the childminder makes effective records of their achievements. She plans exceptionally well to take into account all children's capabilities, interests and the next steps in their learning. This helps to promote children as active learners who think critically. During adult-led activities the childminder effectively supports children to achieve, providing experiences that stretch their learning though asking extending questions to develop and challenge their thought processes. For example, during an activity about farm animals the childminder talks with the children and encourages imaginative conversation and questioning about the colour of the animals, the noises they make, where they are found and what they eat. The childminder shares children's learning and development with parents and encourages their involvement through the sharing of a daily diary in which they are encouraged to contribute.

Children have excellent relationships with the childminder and each other. They confidently go to her for a cuddle or for support in an activity. Children play harmoniously together and are beginning to understand the concept of sharing and taking turns. Even very young children work and play well together. For example, during singing sessions children group into pairs for 'seesaw rhymes'. They cooperate exceptionally well and readily swap partners when prompted by the childminder to ensure that each has the opportunity to work with all the children and also to take part with the childminder. The childminder promotes the children's self-esteem exceptionally well and congratulates them on their 'excellent work' and joining in so well. The children respond well to this with smiles and laughter. Through this children are developing in confidence and learning to respect the needs of others. They are learning about the wider world through outings into the local environment, such as visits to other childminders. Positive images of culture, disability and gender are fostered successfully.

Children's health, physical and dietary needs are met to an exceptionally high standard. Children take part in emergency evacuation drills to ensure that they know how to keep themselves safe in an emergency and are reminded about safety needs, such as not running in the house. Children understand the importance of washing their hands before eating and after toileting. Individual paper towels are provided to reduce the risks of cross-infection. A range of healthy meals and snacks are provided and children are encouraged to drink regularly to

prevent them from becoming thirsty or dehydrated. Children recognise when they are tired and readily lie down for a sleep after lunch. Individual bedding is provided.

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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