

Inspection report for early years provision

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Inspection date	27/04/2010
Inspector	Elaine Poulton
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, adult son and one child seven years of age in a property in Derby. The childminder occasionally works alongside an assistant. Local amenities are close by with shops, schools and parks within walking distance. The whole of the ground floor, the first floor bathroom and one bedroom are used for minding purposes. There is a fully enclosed garden available for outdoor play.

She is registered to care for six children at any one time. Currently there are 10 children on roll, of whom five are within the early years age group. The childminder supports children with special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder has a National Diploma in Social Care. She is a member of the National Childminding Association and the local childminding network. She takes and collects children from local schools and pre-school groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel exceptionally safe and content in the childminder's fully inclusive and welcoming home. They are flourishing as the childminder has a well-developed knowledge of each individual child and their unique learning and development needs. She has extensive systems in place to ensure that children's good health is fully promoted and their welfare is successfully safeguarded. She has excellent partnerships with parents and other agencies involved in the delivery of the Early Years Foundation Stage. The childminder has an extremely positive vision for the future of the setting which is focussed on improving outcomes to benefit the children in her care.

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 systems for self-evaluation and continually look for ways to improve the quality of individual care, learning and development for each child.

The effectiveness of leadership and management of the early years provision

The childminder has very good understanding of safeguarding issues and welfare requirements. There are effective vetting procedures, which ensure that all adults

living on the premises or having contact with children are suitable to do so. For example, all adults hold relevant checks and clearances. The childminder ensures her knowledge and understanding is kept fully up-to-date by attending a wide range of training events, such as safeguarding and first aid training. She is confident to report any child protection concerns following the Local Safeguarding Children Board guidelines. The childminder conducts systematic risk assessments and daily checks that ensure all potential hazards to children are effectively minimised. For example, she has recently renewed perimeter fencing and added anti-slip matting to the decking in the outdoor play area. Children display an excellent awareness of safety, whilst being confident to take 'small risks'. This means that all children play in a safe and secure environment which is conducive to learning.

Parents are extremely well-informed about the setting and freely access their children's achievement sheets and 'learning folders'. They are involved in supporting their children's development as they contribute to the childminder's understanding of what their children can do and areas for development. Parents are invited to and do comment upon any aspect of their child's care or education to which the childminder actively responds. For example, parents of younger children state they would like the childminder to help support their child's colour recognition. This area of development is then planned for and highlighted in the child's folder as 'next steps' to be achieved through activities, such as colour lotto and sorting games. This supports children's learning in an extremely thoughtful but relaxed way. There are comprehensive and robust policies, procedures and permissions in place to ensure the effective management of the setting. These documents effectively support the welfare and development of children and they are systematically reviewed, updated and shared with parents. As a result, parents are able to make fully informed decisions and choices about routine care and about their children's learning. The childminder also places high value on relationships with other providers and agencies. She has implemented effective systems to work closely with other professionals. For example, with the local Sure Start centre, pre-schools and nursery schools as and when the need arises. This means she is highly effective in providing an inclusive environment.

Equality and inclusion is at the heart of all that the childminder does with the children. She treats every child as a unique individual and is dedicated to providing the best possible care for each child. She is highly effective in ensuring that all children are included and achieve their full potential. There is a superb range of outdoor equipment to promote children's all round development. Children access toys and resources indoors that are of a high quality and that support their learning and development exceptionally well. They enjoy reading books with the childminder that explore a range of different feelings and emotions and that show positive images of different families and their lifestyles. Children are introduced and become actively involved in community groups that promote a broad range of activities, such as 'messy play', 'rhyme time', 'little movers' and 'stay and play', as well as regular visits to the parks, shops and library. This also helps to broaden children's range of experiences and supports their social skills and awareness of the wider world around them.

The childminders self-evaluation systems ensure that plans for improvement are

prioritised and acted upon. She has fully met the recommendation from the last inspection. She is highly committed to developing her childcare practice to 'help her gain more confidence to implement and deliver the Early Years Foundation Stage, to meet children's individual needs'. She is aware that self-assessment is the key to assist her to identify ways to improve the quality of all aspects of the service she provides, and this remains a focus for continual development.

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

Children are eager to attend and make significant gains in their learning and development. The childminder has an extensive understanding of the requirements of the Early Years Foundation Stage framework and consequently children are effectively supported in all areas of their development. She supports children's learning and development through the provision of an extensive and varied range of activities and resources that are interesting and stimulate their curiosity. The childminder is actively engaged in the children's play and considers all children's interests and abilities when planning purposeful activities. She unobtrusively observes children as they play and makes thorough notes of their achievements. These observations and assessments are shared with parents and their views are also sought regarding their child's individual learning priorities. In addition, she evidences children's achievements in their portfolios through use of meaningful photographs. She uses the information gained to build a comprehensive picture of what the children can do and what their interests are. This informs her activity planning to ensure that learning is consolidated and next steps are successfully planned. The system to assess and plan children's learning and development successfully links to the six areas and to the expectations of the Early Years Foundation Stage.

Children have excellent opportunities to learn about themselves and others through a range of resources available to them which reflect diversity. The childminder has researched literature that suggests boys achieve better in an outdoor environment so she has planned for all of her activities to be implemented outdoors. She reinforces acceptable behaviour through basic written 'house rules', which encourage younger children to share and be kind to one another and older children to play cooperatively. This enables all children to be treated fairly and to respect the needs of others. Children play together companionably, sharing toys with little prompting. Their interests and preferences are respected and favourite activities, games and toys are always available alongside a range of other resources. During adult-led activities the childminder motivates children to achieve, providing challenging experiences that stretch their learning. For example, children are helped to problem solve and reason when sorting small world resources, such as farm and zoo animals, into different groups. Younger children self-select from a wide range of toys and have fun entering into imaginative play. For example, as they paint the outdoor climbing frame using paint brushes and paint pots full of water. Younger children explore a superb range of battery operated resources, books and small word toys and the childminder introduces vocabulary and repeats words to them during play. Younger children are excited when selecting their favourite books for her to read and the childminder encourages them to use the

extensive interactive resources to promote and develop their communication and language skills. For example, they greatly enjoy placing the magnetised letters to the corresponding letter on the game board; they listen intently to the battery operated 'letters and sounds machine' and they pick out the foam letters and match them carefully on the shape board. Each child's individual needs are recognised and exceptionally well-promoted.

Children's health, physical and dietary needs are met to an exceptional standard. They take part in emergency evacuation procedures and learn about road safety as they go on outings with the childminder. Children understand the importance of washing their hands and follow excellent bathroom hygiene routine and this is reinforced by the childminder offering her undivided attention. They have ownership of their health and well-being and demonstrate that they are well-informed about healthy living. For example, the childminder promotes healthy eating, providing a balanced and varied diet and drinking water is always readily available. 'Free-flow' is used exceptionally well and active outdoor play is fully encouraged to help children develop their physical skills. Children have their individual needs fully met with regard to rest and sleep well. This results in children thriving and developing independence and a strong self-confidence.

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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