

Inspection report for early years provision

Unique reference number	EY333446
Inspection date	19/05/2010
Inspector	Patricia Webb
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 2006. She lives with her partner and one child aged four years in Burntwood in Staffordshire. The whole of the ground floor is used for childminding with additional use of a bedroom and bathroom on the first floor. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and takes children to the local library and park.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. There are currently five children on roll in this age group. Older children are also cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds a National Vocational Qualification level three in early years childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the care of this highly committed and enthusiastic childminder. There is a strong emphasis on knowing each child's intrinsic character in order to identify and meet individual needs. Consequently each child makes very strong progress in their development and learning, enjoying the experience of being part of the extended family focused environment. The childminder demonstrates an eager approach to ongoing improvement, using the self evaluation process to reflect on how her practice enhances outcomes for each child.

What steps need to be taken to improve provision further?

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

- exploring strategies for involving children more actively in the self evaluation process.

The effectiveness of leadership and management of the early years provision

This dedicated and very caring childminder offers each child in her care a nurturing and loving experience where they develop a strong sense of security and attachment. A sound knowledge and understanding of safeguarding procedures ensures that children are protected and parents are fully informed of the childminder's duty of care to act in their best interest at all times. Children's overall safety is enhanced as the childminder is diligent in her attention to conducting

thorough risk assessments both on and off the premises.

A vast array of excellent resources and equipment is in place to enable children to select their own activities and develop a sense of personal responsibility. The use of pictures as well as written labels ensures that every child attending is able to self select including any children with special educational needs and/or disabilities or children who are still attaining language skills. Further use is made of the local toy library to enhance the selection and broaden children's experiences. Engaging each child is a skill in which the childminder is extremely adept. Using knowledge and information gained on the well chosen training she attends, children are learning to communicate in various ways including the use of sign language. This is done in conjunction with parental interest and from the childminder's liaison with other settings, offering a consistent approach to children's progress and transition.

Learning about their environment and the diversity of their community, the children benefit from the childminder's skill in using everyday activities as learning opportunities. They access resources that depict positive images of society, encouraging discussions about culture, race and varying abilities. Detailed policies and procedures are shared with parents to keep them fully informed of the routines and activities their children enjoy daily. Parents and carers eagerly supply written testimonials outlining their deep satisfaction with the service offered, citing how the childminder has supported their family, assisted particularly with potty training routines and guidance and in the overall flexibility of care offered.

The childminder has an extremely positive attitude towards her career and developing her practice further. She is justifiably proud of having attained a level three qualification through her childminding and uses the knowledge gained in an active and very positive way to expand her practice, thereby, improving outcomes for all children. She has found the self evaluation process to be a very positive experience enabling her to reflect on the impact her enthusiasm and dedication has on the lives of the children and their families. Whilst comments and questionnaires from parents and carers are used to support the evaluation process, the childminder has not yet begun to formally seek the children's views and opinions, although, she is aware of this as an area for future improvement. All of the relevant documentation and information is obtained and recorded with confidentiality acknowledged at all times.

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

Having embraced the Early Years Foundation Stage wholeheartedly, the childminder uses the framework very positively to support her practice, offering a well planned blend of independent investigation and adult led activity. The cycle of planning, observation and assessment has been carefully thought out and children's attainment and progress is appropriately noted and recorded to be shared with parents freely. The childminder naturally challenges children as they play, developing critical thinking skills through gentle questioning and encouragement. Using the observations she skilfully plans for the next steps in each child's progress and using everyday activities and occurrences to support this.

A recent visit to the safari park prompted in-depth discussions between the children and their interest was captured by the childminder to extend the topic to cover all areas of learning for them. Similarly, one child's avid interest in fire fighters and engines has been used to great effect to encourage the children to use their senses. They listen out for the sound of the sirens when on walks and log the number of engines they may see.

Children have clearly developed very close and caring relationships with the childminder and her family. Ably assisted by her young daughter, the childminder settles down to read a favourite story with children joining in with the familiar phrases from Peppa Pig. Much laughter takes place as they pre-empt the end of the story and giggle with delight, happy and content in the homely environment. Children's creativity is promoted as they request various activities and look forward to the play dough and painting sessions. Their art and craft work is displayed very attractively to be shared with parents, demonstrating how the childminder values each child's efforts and achievements highly, promoting their self esteem. They are encouraged to show a sensitive awareness of diversity and an understanding of the needs of others. Recent celebrations have been enjoyed and used effectively to broaden their experiences such as Chinese New Year, Braille day and thinking about the work undertaken by the Royal National Lifeboat Institute. Having visited a nearby garden centre, the children returned with their purchases and planted various vegetables, fruits and flowers as they learn how to care for living things. The childminder is weaving this activity into the healthy eating initiative as children will tend their mini-market garden and enjoy the fruits of their harvest during snack and meal times. Much fun was had recently when children created their own pirate ship using the toy storage drawers as the deck. They dressed up and immersed themselves in the imaginative play. The childminder extended this play by secretly hiding chocolate coins in the garden and inviting the children to search for the hidden treasure.

Children are confident and very settled in the childminder's care. She is mindful of their ongoing safety and wellbeing and children become aware of their own personal safety. The walk to and from school is used to reinforce road safety and children are asked to consider whether it is safe to cross. Younger children walking alongside the pushchair know about walking on the inside of the pavement and swap sides as they cross. Consistent daily routines such as hand washing are used effectively to ensure that even the youngest children develop sound habits conducive to their good health. Children's nutritional needs are well catered for throughout the day as healthy drinks, snacks and meals are offered and any specific dietary needs noted and adhered to. They learn about making healthy choices and gain good social skills when eating together with the childminder as they discuss their favourite fruits.

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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