

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY218778
<b>Inspection date</b>	19/07/2010
<b>Inspector</b>	Veronica Sharpe
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 since November 2002. She lives with her husband and two children aged 11 and nine years in Pottton, Bedfordshire. The local school and play area are within walking distance. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for four children under eight years. She is currently minding 10 children in total, seven of these are in the early years age group.

The family has two dogs, one cat, three rabbits, seven guinea pigs, a gecko, a snake and a tank of fish. The childminder is a member of the National Childminding Association and holds a National Vocational Qualification in Early Years Care and Education to Level 3. She is a member of an accredited childminding group and is eligible to take up early years funding.

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

Overall the quality of the provision is outstanding.

The childminder has an outstanding knowledge and understanding of child development and the Early Years Foundation Stage framework. Children thoroughly enjoy the relaxed, homely environment and benefit from a superlative range of activities that are tailored to their individual needs and abilities. Robust systems are in place to keep children safe. Exemplary partnerships with parents and other carers ensures a responsive and inclusive service. The childminder monitors the quality of the provision very well, identifying strengths and areas for future development; thereby ensuring an exceptional capacity to maintain 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:

- developing even more ways to help children gain greater independence in their learning, giving children time to use the experiences they have to build on their ideas, concepts and skills.

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

Records are exceptionally well organised, which promotes children's health safety and welfare. Comprehensive written policies and procedures underpin the high quality provision. Thorough safeguarding procedures ensure children are fully

protected; the childminder has an excellent understanding of child protection and regularly attends training to refresh and update her knowledge. Rigorous risk assessments take into account all aspects of potential risk to children both at home and on outings, for example, the pond is extremely safe and children handle small animals only under the closest supervision.

Children are cared for in a homely environment which is carefully organised to ensure they can play safely in all areas. This means children confidently move around the home, independently selecting their activities, toys and games. Resources are plentiful and arranged to motivate children's exploratory impulses, enabling them to become active, inquisitive learners. The childminder has an excellent understanding of child development and is well-qualified; she is a confident practitioner who promotes the principles of the Early Years Foundation Stage, recognising each child as a valued and unique individual. Although not currently caring for children with special educational needs and/or disabilities the childminder has successfully worked with parents and others to meet children's additional needs. She is part of a community childminding group and therefore sometimes cares for children on referral from the local authority. This further extends her ability to offer inclusive care.

The childminder shares extensive information with parents through daily diaries, newsletters and questionnaires and parents receive and contribute frequent updates on their child's learning and development. Parents say they appreciate the flexibility of the provision and particularly like the range of activities and experiences, such as messy play. The childminder gets to know children and families well through long term relationships. Partnerships with other carers are exemplary; the childminder works with local schools, pre-schools and other professionals to secure continuity of care. She belongs to an accredited network of childminders and values the opportunities to share ideas and experiences that increase her ability to meet children's needs.

The childminder shows outstanding commitment to continuous improvement of the provision. She uses her self-evaluation process to focus areas for development and devise a training programme, for example, to increase her ability to offer inclusive care she plans to learn more about sign language. Information gained from the children and parents is used effectively to plan for the future. Recommendations made at the last inspection have been successfully met.

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

The childminder forms warm, trusting relationships with the children in her care. She meets their emotional needs exceptionally well by offering them frequent praise, clear affection and plenty of cuddles. The childminder sets firm boundaries and has high expectations for all children, as a result their behaviour is exemplary and they show a real understanding of caring and sharing. Children enjoy small rewards, such as stickers, to celebrate their achievements and boost their self-esteem and confidence.

The childminder takes into account children's interests and stage of development into consideration when planning activities to ensure all areas of learning are promoted effectively. She records each child's progress using a balance of written observations, photographs and examples of children's own work. Lots of the children's photographs are displayed in all areas, which means they feel valued and at home. All these records demonstrate children make excellent progress towards the early learning goals. Information about what children enjoy and do at home is collected both formally and through daily discussions and this further enhances the outcomes for children. The childminder has an excellent understanding of how children learn by active exploration, consequently she has organised her home so children can move freely around, making independent choices about their play. She is adept at recognising when children need support to extend their understanding, and when they need to be left to explore and take risks. The indoor and outdoor environments are continuously available and children confidently move resources between them. However they also understand some things, such as the 'electric car' need to be used inside in case it gets wet.

Children have easy access to a wide range of books suitable for all ages; they enjoy reading together, or exploring books with flaps and textures, learning new words, such as 'tiara' or 'soft'. They use numbers in everyday play, stacking five bricks and finding out they each have two arms, ears or feet. The free-flow play environment means children have many ways to problem solve, for instance, how to get the buggy down onto the grass without spilling out the 'baby'. Children's opportunities to socialise are given a high priority; the childminder visits a range of activity and toddler groups so children get to know others in their local community. Children access lots of technology, from electronic games and remote control cars, to a digital camera and a computer. Small world toys reflect children's interests, for example, because some children love small cars, they are used to scoot down the slide in the garden, make tracks in paint, or roll around in sand.

Children learn to keep themselves safe because the childminder provides them with simple explanations, such as helping them remember important landmarks in the local area so they always know where they are. High visibility jackets help keep children safe on outings and they find out safe places to cross roads. Frequent visits to local recreation grounds and play areas means children have ample opportunities to be active in the fresh air. Children develop positive attitudes to healthy food as the childminder provides an excellent range of healthy and nutritious meals and snacks. This year children also benefit from a productive kitchen garden, where they harvest various fresh fruits and vegetables and learn where their food comes from. Children access water freely throughout their day. Regular cooking activities enable them to sample foods from other countries and therefore contribute to their knowledge of the world around them. Children play in a clean and health environment and learn about good hygiene practice; this ensures their health safety and welfare.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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