

Inspection report for early years provision

Unique reference number	EY224640
Inspection date	14/10/2010
Inspector	Lindsey Cullum
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.

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 was registered in 2002. She lives with her husband and their two adult sons, in Ormesby, Norfolk. All areas of the property are used for childminding purposes. Level access is provided to the rear of the premises. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home. The family has two cats. Rabbits, a tortoise and ducks are kept in the garden.

The childminder is registered to care for a maximum of six children at any one time, of these three may be in the early years age range. She is currently caring for eight children within the early years age group who attend on a part-time basis. The childminder also offers care for seven children aged over five years. Overnight care is not provided. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers exceptional provision for children within the Early Years Foundation Stage. She uses innovative activities to challenge and extend children, ensuring that their individual needs are met and that they make excellent progress in their learning and development. A key strength of the setting is in its inclusive practice and the childminder's thorough knowledge of each child's needs, interests and capabilities. Excellent partnerships are developed with parents and effective systems are in place to link with other providers in order to consistently support children's learning. The childminder has high aspirations for quality and constantly considers ways in which she may further improve the service she provides.

What steps need to be taken to improve provision further?

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

- strengthening the partnerships with early years practitioners where children attend more than one setting.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of her role in safeguarding children and is confident to put procedures into practice where necessary to protect children. She ensures that all adults living within the household have undergone the required vetting procedures and that children are not left alone with any other person. Children's safety is given high priority. Comprehensive risk assessments are carried out on all areas of the home, the resources and

equipment to ensure children's safety and wellbeing at all times. Furthermore, thorough risk assessments are undertaken before outings, which enable the children to take part in an exciting range of activities including trips to the beach, wildlife parks, swimming and adventure play areas with their parents being assured risks have been considered and reduced accordingly. Considerable care is taken within the setting to accommodate children's play and to provide them with a safe, secure and welcoming environment. The playroom is extremely child-centred and enables children to make their own choices about what they would like to play with from an extensive range of high quality, accessible resources.

The childminder is highly committed to continuous improvement and has implemented systems that involve parents and children, to regularly review her practice. She has a secure understanding of the Early Years Foundation Stage, is extremely successful in supporting children's development and gives high priority to meeting each child's needs. The exceptionally high quality care is a result of the childminder's dedication to her role and her passion for providing the best she can for each and every child in her care. She provides a fully inclusive service in which children learn to recognise and take into account others' differing needs and backgrounds. With the childminder's home and garden being fully accessible and her knowledge and experience in nursing and caring for children with specific needs, the childminder is able to make the necessary adaptations to ensure all children have the opportunity to join in and have fun in a wide range of challenging activities.

The strength of the partnership with parents contributes considerably to the quality of the care the children receive. Children flourish as parents are fully involved in all aspects of the setting. They are extremely well informed of the daily activities and plans for the week which frequently involve parents or extended family members. For example, during a topic on road safety, a family member offers to talk to the children about his work as a crossing patrol attendant. The thoughts of parents and children are regularly sought and children comment that the childminder is 'brilliant' and 'fun' and they enjoy 'exciting and adventurous days out'. The childminder has endeavoured to establish two-way communication links with other provisions that the children attend in order to promote consistency in the children's care and learning.

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

Children flourish in the rich, stimulating and happy environment. They take part in an extensive range of activities both self-selected and adult led to maximise their progress in all areas of learning and development. Thorough initial and ongoing assessment identifies what children can do, what they like to do and what they need to do to progress. This information enables the childminder to support children's learning through planned activities which provides realistic challenges and allow children to learn at their own pace. The childminder is highly adept at following children's lead and spontaneously developing learning opportunities as they arise. For example, as young children explore the treasure baskets she initiates a fun game of 'peek-a-boo' using different textured cloths. This

encourages young children to feel the fabric with both their hands and their faces, develop their co-ordination skills as they learn to hide their faces with the fabric and interact with other children as they join in the game. Babies are developing a strong sense of security through close and caring interaction with the childminder who devotes her time and attention to them. Children learn to think and understand for themselves, inspired by the childminder's open questioning. They explore eagerly and are enthusiastic and motivated learners. Children make choices from an enticing range of resources and quickly become engrossed in their play. They enjoy books and the childminder has a wealth of props, such as, puppets to make the stories come alive. Older children confidently use books for reference as part of themed activities. Their knowledge of the natural world is highly developed. Children take an active part in preparing the tortoise for hibernation and help to make bird and animal feeders, which are placed outside the kitchen window so all children can observe the squirrels and birds as they feed. They have created a small wild garden and sensitively observe insects or tadpoles. Children use their imagination and creativity, choosing from a wide variety of resources to create pictures, paintings or collages of their own design. The childminder recognises children's achievements and proudly displays their artwork around the home. Group projects, such as, the creative display around the Autumn theme encourage all children to work together and take an active part. For example, younger children are involved in hand printing and older children stick on leaves which they have all collected whilst out. The childminder ensures that play is exceptionally well resourced and introduces imaginative ideas, such as, using marshmallows and chocolate sticks when cooking to create spiders for the theme around Halloween. Planned activities incorporate many innovative ideas to enhance children's learning. For example, the childminder organises visits to a local pet store to learn about the role of the vet and arranges for children to take along a cuddly toy so they are able to role play taking a pet to the vet.

Children's welfare is promoted exceptionally well. They enjoy a varied range of snacks, some of which are grown in the childminder's garden or they go on outings to a local farm to pick fresh fruit. Meals, which are provided by parents meet children's dietary needs. Children are learning to care for their own health needs. Daily activities encourage good hand-washing and teeth cleaning routines are supported by themed activities, such as, reading the story 'Germs are not for sharing' or visiting the dentist. Children develop a positive attitude to exercise as they have daily opportunities to develop large physical skills both indoors and outside. The garden is an exciting place to explore natural materials, such as, sand, soil or leaves, be imaginative and build dens or relish the space to run freely. Children learn to move with control and co-ordination. Their behaviour is exemplary. They learn to share resources, take turns, play cooperatively and show respect and care for each other. The childminder is an excellent role model and provides high levels of support and guidance. Children are greatly involved in the local community and recently older children helped to plan a large display for the church with a theme of 'harvest around the world'. The childminder has also adopted animals in nearby sanctuaries which the children regularly visit and help to care for. Children gain a valuable awareness of how to keep themselves safe as the childminder provides them with gentle reminders and clear explanations. The childminder raises children's understanding of fire safety during regular practise evacuations, of road safety on outings and how to stay safe with fireworks through

looking at information and enabling children to write their own 'fireworks code'. As a consequence, children are developing excellent skills for future life.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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