

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Yvonne Victoria Facey
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1996. She lives with her two teenage children in Sheffield. The whole of the ground floor and an upstairs bathroom and bedroom are used for childminding, and there is a fully enclosed garden. The childminder is registered to care for six children and is currently caring for four children in the early years age range. She provides term-time care and occasionally works with an assistant. The childminder has a Bachelor of Arts Honours Degree in Early Childhood Studies and Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the Early Years Foundation Stage. Children make rapid progress in their learning and development and their individual needs are met very well. The childminder's thorough understanding of safeguarding issues enables her to protect children from harm or abuse. The childminder has established strong partnerships with parents and others who provide care for the children. Her extremely detailed self-evaluation demonstrates her commitment to 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:

- improving the arrangements for recording authorisations for emergency medical advice or treatment.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies, strategies and procedures to ensure that children are very well safeguarded. She has completed detailed training in child protection issues and knows the procedures to follow should she have any concerns about children's welfare. Adults caring for children are very well-qualified and the childminder ensures assistants are suitable by completing all the relevant checks. The well-maintained premises are organised exceptionally well to meet the individual needs of the children attending. The childminder completes comprehensive risk assessments and minimises hazards on the premises by conducting daily health and safety checks. She practises evacuation procedures with the children to ensure they all know how to keep themselves and each other safe in an emergency. Overall, the childminder maintains the records required for safe and efficient management of the early years provision and to meet children's needs. There are generally good systems in place to deal with any accidents, incidents and illnesses.

The childminder has an exceptionally good understanding of the needs of each child attending the setting and ensures they are all fully included and their individual learning needs are met. She plans for boys' and girls' different learning styles and adapts activities for children of different capabilities. She discusses children's individual needs with parents when they first attend, which enables her to establish their welfare requirements and their developmental starting points. Excellent relationships with external agencies and other providers delivering the Early Years Foundation Stage ensure continuity of learning and care and children make good progress. Parents are provided with excellent information about the early years provision. For instance, the childminder informed parents in writing that her inspection was due and invited them to express their views through questionnaires. The childminder informs parents about their children's achievements and progress and encourages them to be included in their children's learning. The childminder shares information with parents through the day book, text messages and email, and she uses the information gained to plan stimulating activities.

The childminder realistically evaluates her provision and has a very good understanding of its strengths and weaknesses. She undertakes advanced professional qualifications and applies the knowledge and skills she gains to enhance even further the already high quality of service she offers. She has very good systems for monitoring and analysing how changes affect individual children. For example, she has identified how improvements to outdoor activities and the streamlining of the planning system have enhanced individual children's learning. The childminder has an excellent understanding of the importance of continued research to inform childcare practice. Her own academic research enhances her ability to communicate with and consult very young children. Her rigorous drive for continuous development underpins the outstanding opportunities she provides for children to learn and achieve their potential.

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

The childminder ensures that all children make excellent progress towards the early learning goals. Children thoroughly enjoy their learning through a very good balance of child-initiated and adult-led play. Age-appropriate activities are tailored to each child's needs, abilities and interests. Children flourish in the stimulating and well-planned learning environment. There is time and space for children to concentrate on activities, enjoy new experiences and develop new skills. Children benefit from excellent opportunities for outdoor play, which is an integral part of their learning. The extremely well-arranged garden allows them to engage in all areas of learning out of doors regardless of the weather, which enhances their learning.

Children's creative development is strong and they use their imaginations well. The childminder organises the environment skilfully to create communication-friendly spaces. Consequently, children engage in role play for extended periods, talking to each other, making up characters and sharing information about their home

experiences. They enjoy music and are familiar with a variety of songs and rhymes. In addition to a wide range of percussion instruments, they play the piano and different stringed instruments. They learn about sound and rhythm as they incorporate their own names into the songs they create. Children's communication and literacy skills are developing very well; they draw and write confidently and are able to express their needs and hold discussions. Children develop sensitivity towards other people's feelings. For example, they discuss faces they have drawn in detail explaining, 'mine has a sad face because he has chicken spots' and 'mine has a happy face'. Children are able to make appropriate choices and decisions for themselves, developing their independence and self-confidence by selecting the resources they need. They show their understanding of the needs of their own bodies as they decide whether they need to change their clothes when they get wet during water play. Children are inquisitive and eagerly explore how things work. They learn about where food comes from and discuss a healthy diet as they engage in activities such as planting and growing flowers and vegetables. Children are developing very good problem-solving skills and have begun to introduce their own games. For example, they describe an animal and give each other extra clues so the other can guess what it is. This also extends their communication skills and creative development.

Children behave exceptionally well and respond to the childminder's consistent expectations. They develop their independence while playing together cooperatively and share resources harmoniously. They form strong friendships, showing respect for each other's differences. Children understand how their actions affect other people. For example, they discuss how they should behave in order to help children new to the setting feel welcome. Children behave in ways that are safe for themselves and others. They understand the reasons for the safety procedures they follow, such as the regular fire drills, and recognise potential dangers. For instance, they confidently explain how to prevent fingers becoming trapped in doors. Good hygiene practices help children to adopt healthy habits. Children understand the importance of personal hygiene through discussions and good role models. They show their understanding of healthy food choices as they pour their own drinks and help themselves to a very good selection of salad, fruit and vegetables. The childminder helps them develop their understanding through activities such as shopping together. Children are active and are beginning to understand the benefits of physical activity.

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	2
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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