

## Inspection report for early years provision

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<b>Unique reference number</b>	EY289702
<b>Inspection date</b>	29/11/2010
<b>Inspector</b>	Sara Bailey
<b>Type of setting</b>	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 registered in 2004. She lives with her husband and four children aged 18, 11, 10 and seven years in Cotford St Luke, near Taunton, Somerset. All of the home is used for childminding except the utility room and office/gym. There is a fully enclosed rear garden for outside play. The family have three cats, two small dogs and two rabbits, all of which children have supervised access to.

The childminder is registered on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, but has a variation to allow four of these to be under five years of age and on four days of the week she is allowed to care for five children in the early years age range. She currently has 13 children in the early years age range on roll and two on roll between the ages of five and eight years. She also cares for children over eight years of age. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder meets the needs of children exceptionally well through her excellent knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage. The childminder is constantly striving to improve the outcomes for children. She is committed to ongoing training and continually assessing her provision to identify areas for further 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:

- continuing to develop ways in which parents are informed about how the rich activities enjoyed by children are linked to the six areas of learning.

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

The childminder has a comprehensive knowledge of all aspects of safeguarding children within her care. She has clear and effective policies, which are shared with parents and a wealth of information on file to refer to as well as excellent links with other agencies. She conducts thorough risk assessments of the home, garden and outings to ensure children are safe and she maintains excellent records of all safety issues, for example, gas and carbon monoxide checks, fire drills, smoke detector testing, vehicle and pet checks.

The childminder is incredibly organised. Her home is extremely well presented and child-friendly, making use of each area for specific activities. For example, there is a designated playroom for children to self-select toys from as well as other rooms in the home being easily accessible. Children know the large sofa in the lounge is for enjoying stories where they can all snuggle up together and where generally quieter activities take place. A range of messy play activities is set out in the kitchen and all of their individual needs are met exceptionally well, even when five under fives are present, due to the childminder's excellent use of space, resources, time and her supervision. The childminder plans for a wide range of exciting activities away from the home as well to develop children's knowledge of the wider world.

The childminder is very knowledgeable about all aspects of equality and diversity. Toys, books and resources all reflect positive images of diversity in a most natural way and she also introduces children to Diwali and other festivals through creative activities and discussions. She has recently booked on a sign language course and has experience of caring for children with special educational needs and/or disabilities. She is constantly evaluating how she promotes this in a meaningful way as she does not currently care for children with specific requirements or from different cultures. This shows her commitment to continuous improvement.

The childminder's comprehensive self-evaluation is a true reflection of her practice. She uses feedback from parents and children to help her make improvements in her service. She has maintained her previous 'outstanding' judgement from having implemented and embraced the Early Years Foundation Stage since her last inspection in an excellent way and continued to drive improvement through her own ambition to provide high quality care.

The childminder has very strong links with parents in order to meet children's individual needs exceptionally well. For example, parents are given detailed accounts of their child's day through daily journals as well as free access to their very comprehensive learning journey documents, which show their learning and development progress. A minor identified area for further improvement is that some spontaneous observations do not have links to the six areas of learning to enable parents to see at a glance the benefits of all activities. There are many other types of observations which are fully evaluated and linked to the six areas of learning extremely effectively. There are notices, policies and consent forms to ensure they are fully involved in their child's care. The childminder has excellent links with other settings children attend and has a network system of other childcare professionals through her regular visits to Children's Centres, which benefit herself and children.

The childminder's documentation is of a very high, professional standard. She has effective systems in place to constantly review and update all aspects of paperwork. The maintenance of records significantly enhances and promotes the safe and efficient management of the Early Years Foundation Stage.

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

Children are extremely happy and fully involved in their learning through play. They have excellent levels of achievement and demonstrate outstanding progress in developing the skills that will help them in the future. For example, they problem solve using homemade modelling dough and tools, they are creative with sand and are developing their vocabulary through excellent interaction with their peers and the childminder. Young children learn how to share and take turns with toys, resolving issues of all wanting the same toy by asking for help from the childminder. Children greatly benefit from the wealth of resources available to them and the childminder's support with their play. Even with five children under five years present together, the children play harmoniously as relationships are so strong and their role modelling from the childminder so positive. Children are respectful of each other's feelings as they explore large boxes to climb in and out of asking 'Are you ok in there or are you scared?'. Children work well as a team, lifting each other in and out of the boxes or helping each other to climb up a large skate ramp in the local park. Children love to all snuggle up on to the sofa for a group story time, which is well planned to take into account individual needs. For example, children's recent interest in rhyming words prompted the planning of specific rhyming books to further develop their learning. Children are eager to finish the sentences and rhyme words for themselves. All of their achieving and enjoying is captured through observations and assessments to identify children's next steps. Their individual learning journeys show their significant gains to their progress towards each of the six areas of learning.

Children show a strong sense of security and feel safe within the setting. They know the rules and adhere to them in order to keep safe. For example, they climb on and off the dining room chairs carefully and respond promptly to reminders from the childminder when she notices they are at risk through their eagerness to develop their independence. They climb the stairs carefully and interact with the pets safely. Children greatly benefit from the layout of the home and the childminder's impeccable supervision, having the ability to monitor various areas children are playing at the same time with skill. Children safely access a wide range of toys and resources independently. They also learn to be safe while on outings through discussions about road safety.

Children show an exceptional understanding of the importance of good personal hygiene routines from high household standards. They excitedly wash their hands in the specially lowered cloakroom sink with liquid soap and individual towels to prevent the risk of cross infection. Young children know they eat food for energy and have regular discussions about the importance of healthy eating. They enjoy a wide selection of fresh fruit for snack and healthy meals provided by the childminder, meeting individual needs exceptionally well. Children enjoy many opportunities both inside and outside to be physical. They pretend to 'swim' on their tummies around the laminate floor in the large hallway, they run up and down the steps of Wells Cathedral counting the steps as they go, as well as everyday physical activities such as playing at the park or going for exciting walks.

## 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

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### 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

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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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