

Inspection report for early years provision

Unique reference number	EY286621
Inspection date	19/01/2011
Inspector	Melanie Eastwell
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 2004. She lives in Gunthorpe Peterborough, Cambridgeshire close to shops, schools, parks and public transport links. The whole of the childminder's house is used for childminding, with the exception of the main bedroom, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She works with another registered childminder and when working together they may care for a total of no more than six children under eight years; of these, not more than six may be in the early years age group, and of these, not more than two may be under one year at any one time. She is currently minding two children in this age group. She also provides care to children aged over five years to 10 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An extremely well-developed knowledge of each child's needs makes sure the childminder and her co-minder are very successful in promoting children's welfare and learning. This means they are safe, secure and their individual needs are extremely well met. The excellent partnership working with parents is a key strength and contributes significantly to children's well-being. This means that children make excellent progress given their age, ability and starting points. The childminder successfully reflects on her practice so that her priorities for future development are promptly identified and acted on which ensures that future plans are well targeted and the many areas of strength are celebrated.

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 further the culture of reflective practice and informed discussion particularly in relation to involving the children to further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder's professional organisation of her provision contributes to children's care and welfare being managed in a robust manner. She works regularly with another registered childminder and they have developed very

effective working relationships. Both take on equal responsibility for all aspects of the care of the children. They do, however, have key children who they collect from different schools and they keep their own children's records up-to-date while using a consistent process. Safeguarding is given the highest priority. The childminders are vigilant in their supervision of the children. For example, regular checks are made on sleeping babies as well as a listening device being used. The childminder has been appropriately vetted and the very well-organised and regularly updated documentation and risk assessments underpin the childminder's vigilance in managing children's safety. Children demonstrate very clearly that they feel safe in the setting. For example, they arrive at the setting happily, seek out their friends and quickly settle to play and to sleep when it is their rest time. Children move around between their chosen activities and seek comfort and reassurance when they need it.

Children are confident to ask for items they want and to initiate conversations. The childminders have developed truly inclusive surroundings and ensure that the daily routine can be adapted to include all the children present. For example, each child's individual routine is followed. When it is time for the babies to be fed an older child is helped to set up a dolls high chair, with a 'baby', a bowl and spoon and to sit at the table to 'feed' the doll while the childminders feed the babies. The childminders work together each day dividing their time between both their homes. In both settings children are able to select their own play materials from low-level shelves, units and baskets. The areas used for childminding have displays of the children's art work alongside the planning of activities, posters and pictures that are relevant to the children's current interests.

The childminders have developed exemplary partnerships. They work extremely well together and this is beneficial to the children's care and learning. They work very hard to build relationships with the children's parents and ensure they gather detailed information about children's routines to ensure they are able to meet their needs effectively. They support parents with issues that arise and they provide detailed verbal and written feedback each day regarding the activities their child has enjoyed as well as practical information, such as, food intake, sleep times and nappy changes. The childminders are aware of the benefits to children of a consistent approach and have developed partnership working with other providers delivering the Early Years Foundation Stage which enables them to complement activities done in other settings. This very effective partnership working contributes to a smooth transition for children.

The childminders work closely together on their highly effective systems for reflecting on their practice. Issues are discussed as they arise and changes are made as necessary according to the children's and their parents needs. Written records are kept of any changes to their practice to monitor the impact on the children in between the form being updated on-line. The childminders are both very experienced people who respect children as individuals and continually strive to improve the outcomes for them. They are both keen to continue to develop the process of self-evaluation in relation to exploring creative ways of extending the involvement of the children in the process.

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

The childminder skilfully meets the needs of all children by providing them with an extensive range of play materials and activities that are interesting and appropriate for them as individuals. Children are able to choose their own activities. Babies are curious and explore a variety of toys, such as, stacking cups, shape sorters and musical toys. The childminder ensures they have space to roll around on the floor and suitable furniture is available that promotes babies physical skills and involvement with the group, such as, a play nest that supports them to sit up and a 'play pod' that is used to enable the babies to be outside in the garden or is used by the older children when playing with small construction bricks that is not appropriate for the babies. Children benefit from the childminder's highly positive interaction with them. She sits on the floor and interacts with them through smiling and encouraging them to try new experiences. During feeding times she skilfully distracts babies who are anxious for their food by singing songs, such as, 'Twinkle Twinkle Little Star' to them gently and this calms them sufficiently to enjoy their meal.

All children enjoy meal times with the childminders. Parents provide children's meals which are stored correctly and thoroughly re-heated. The childminders provide snacks and drinks following careful discussion with children's parents regarding and specific dietary requirements. They sit together in a social group and children are fully included in the conversations. The childminders manage each child as an individual and they work to support children to get on together and to respect and acknowledge differences. They are confident to discuss diversity with the children and use books and other resources when appropriate. Children are learning about the wider world through a variety of seasonal activities. For example, children are prepared for the forthcoming Chinese New Year celebrations through looking at a Chinese bamboo wall hanging and discussion about the relevant animals linked to the year of their birth.

The childminders have devised highly effective systems for observing and assessing children's progress. They work to topics each month and plan a variety of activities across the six areas of learning. They take account of children's individual interests and the previously identified next steps in learning. The activities are planned to ensure the whole group of children attending each day are able to take part. For example, all children enjoy activities involving puzzles, play trays and jigsaws that follow a theme of colours and shapes. Babies enthusiastically take on the play trays while older toddlers and pre-school children attempt puzzles with different challenges while the conversation is around the colours and shapes in the pictures. This enables the childminders to make observations and to use this adult-led activity to the best advantage. Children's achievements are recognised and celebrated. For example, their work is displayed for everyone to see and they are given lots of praise and encouragement for using their creative skills and the effort they put into their pictures is warmly acknowledged. This has a positive impact on children's developing self-esteem.

The observations made are recorded in beautifully presented scrap books

alongside examples of the children's art and craft work, direct quotes from the children and photographs. This system is very effective in demonstrating children's progression. Each child also has a photograph album that is updated each month with pictures that complement the observations and activities in the scrapbook and provides a lovely book of memories for the child and their parents. The childminders have recently introduced a new system to ensure that parents are fully involved in their child's learning and that promotes the children's ownership of these scrapbooks. The childminders provide each family with the book along with a key to help them understand the purpose of the written observations and the six areas of learning. The photographs, samples of the child's work and the written observations are collected together throughout the month and are then sent home with the child to include in their scrapbook. Parents are invited to include their own observations and comments if they wish. This change is significant in promoting children's feelings of consistency and the value of their efforts and achievements. The atmosphere in this vibrant setting is harmonious and productive. The childminders calm and efficient organisation skills ensure that children receive high quality care and experiences that are tailored to their specific needs.

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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