

Inspection report for early years provision

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Inspection date	24/01/2011
Inspector	Rachael Williams
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.

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Description of the childminding

The childminder was registered in 2000. She lives with her husband and three children in the Henleaze/ Golden Hill area of Bristol. The childminder's husband is also registered as her assistant. The family care for a pet cat. The whole of the ground floor, which includes toilet facilities, and three bedrooms on the first floor are used for childminding. There is a fully enclosed rear garden for outside play. The childminder walks to local schools to take and collect children. She takes children to toddler groups and places of interest within the local community.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years old at any one time. She also provides care for older children on a part-time basis. She is currently minding ten children; of whom, seven are in the early years age group. The childminding service is offered on weekdays throughout the year from 8:00 am until 6:00 pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is promoted exceptionally well by a diligent and well-organised childminder who is highly skilled in providing children with an inspirational learning environment. Positive and caring relationships are established with the children and their parents to ensure children are confident and settled within the homely environment. Collaborative working with other early years providers ensures continuity in children's care. Comprehensive monitoring arrangements ensure excellent knowledge of the provision and that outcomes for children are excellent.

What steps need to be taken to improve provision further?

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

- further develop monitoring system to evaluate how learning priorities have been achieved in order to plan for continuous improvement.

The effectiveness of leadership and management of the early years provision

Excellent use is made of comprehensive risk assessments to ensure children are cared for in a safe, hygienic environment. Daily checks ensure that all equipment such as, harnesses, are fully functioning. Rigorous systems are in place to ensure that all adults living or working on the premises have been appropriately vetted to ensure children are safeguarded. Excellent use is made of policies and procedures

to underpin the exemplary childminding service. Through regular training and excellent understanding of child protection procedures the childminder ensures children's well-being should a concern arise.

The inspirational childminder provides a fully inclusive environment where all children are valued. Excellent use is made of a range of festivals, including those that relate to the children in her care, to enhance children's understanding of the diversity within our community and the wider world. For example, children have engaged in relevant and interesting activities which relate to Holi, where children worked collaboratively on a splatter painting, and Diwali, where children dress in saris and listened to traditional music. Parents have been invited to share their Mehndi hands patterns so that they can observe different cultures in practice.

The childminder has exceptionally high standards and is effective in taking appropriate steps to monitor her provision for instance, through a quality assurance portfolio. Self-evaluation is rigorous and she has excellent understanding of how to improve the setting with well established and targeted action plans. For example, to improve systems to record children's starting points and to record how learning priorities have been achieved. Consequently, self evaluation is fully embedded in order to continuously improve outcomes for children.

Parents are fully involved in the running of the setting. Their contributions are valued for instance, through the use of annual questionnaires, daily communication books and verbal feedback. Parents offer positive testimonials. One parent comments on how she values the support the childminder has given to promoting healthy eating stating that her child has tried different flavours and textures that he wouldn't get her home. Several parents comment on the excellent level of communication by the childminder and how they appreciate her "firm but fair boundaries" with regards to behaviour management and children's safety. The childminder works collaboratively with the local children's centre to enhance experiences for the children as she is actively involved in the planning process for instance, using low level climbing apparatus to enhance children's physical development. Effective systems have been established to ensure pertinent information is shared with other early years providers to ensure continuity in children's care, learning and development for instance, information sharing sheet is used to triangulate information with a fellow childminder.

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

Children thrive in a vibrant learning environment where children have an excellent sense of belonging. Photographs of children engaged in a wealth of experiences adorn the walls. The childminder is sensitive to children's needs, valuing and respecting their individuality. Each child has a peg which is labelled with a photograph for them to use to store their personal possessions. Children enjoy pointing out who their friends are. The childminder thoroughly supports children's independence in her routines and organisation of the setting. For example,

children confidently make choices about their play as they are able to access high quality toys and resources from an abundant range stored at their level in pictorially labelled, clear containers. Children bask in the loving and caring relationships established with the childminder. Her consistent, purposeful dialogue and superb individual attention for the children in her care ensures they are happy, confident and truly settled.

Children are enthralled by the excellent range of experiences on offer. There is little opportunity for children to be bored or disinterested and therefore, their behaviour is exemplary. Children play cooperatively for instance, one young child comments "you can have this when I finished, here, finished" passing her friend the tool saying "can I have it back when you finished". The children thoroughly enjoy making dough. The childminder builds on children's previous experiences and encourages them to think about what ingredients they will need. She continues her theme of road safety as the children create the dough to match the colours of the traffic lights. The children are supported exceptionally well to use mathematical language such as, half a cup of salt and counting the equipment to make sure that there is enough for one each. The childminder encourages feedback from the children and evaluate the activity alongside them as she has high regard in ensuring that children make excellent progress. The children remain truly focused on this activity for a long period of time due to the excellent interaction of the childminder who competently integrates additional experiences to cover other areas of learning such as, a singing activity, which children participate in enthusiastically, where they roll out five sausages and are introduced to early calculation.

The childminder consistently listens to children's ideas, for instance, what toys to put in the hall. Her interaction with the children is exemplary consequently; children are developing excellent communication skills. Having decided on the wooden train track the children listen to instructions well and link the pieces together showing excellent problem solving and fine motor skills. Highly effective assessment arrangements ensure that children make excellent progress from their starting points. High quality observations are made of the children and relate to the learning and development requirements of the Early Years Foundation Stage. Consequently, the childminder has excellent understanding of children's learning priorities and uses this knowledge to plan an effective range of experiences.

Children become very aware of their own safety through intuitive explanations from the childminder. One parent comments on the value this has had as her child will now "happily hold on to the buggy" when on walks. The childminder is very vigilant and ensures that children are closely supervised so that they can take safe risks, for instance, when using the doll's house where there are small parts and risk of choking. Children are fully protected at collection as robust systems have been established to ensure that suitable adults, who the childminder has met, collect.

Superb systems have been established to ensure that children become aware of healthy lifestyles. For example, children engage in growing activities where they plant the seeds, harvest their crops and prepare vegetables for eating. Children routinely make healthy choices, for instance, the childminder offers the children a

range of fruit for snack. Children are very keen to eat healthily and to complete their five a day chart. The childminder has good knowledge of children's special dietary requirements and adapts her menu to ensure these are routinely met. Consistent hygiene arrangements ensure children's well-being for instance, each child has a colour coded towel to dry their hands to avoid cross infection. Younger children are gently encouraged to "catch a cough" with their hands and are praised for remembering to do so.

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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