

Inspection report for early years provision

Unique reference number	EY275212
Inspection date	25/01/2011
Inspector	Emma Bright

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 2004. She lives with her husband and three children aged four, 12 and 14 years in Cambridge. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. Of these, no more than three may be in the early years age range. She is currently minding four children in this age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local schools to take and collect children. The family has one dog and tropical fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely safe and secure at all times and thoroughly enjoy their learning in a stimulating environment. The childminder's excellent knowledge of each child's individual needs ensures that she is able to promote all aspects of their welfare and learning with success. She ensures children's needs are met through exceptionally good communication with parents. The childminder has an exceptional capacity to maintain continuous improvement, ensuring she regularly updates her knowledge and skills.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to use, hear and see their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding policies and procedures are in place to ensure that children are fully protected. The childminder has an excellent understanding of her role in safeguarding children and is very clear about the procedures to put into practice when necessary. This knowledge has been gained over time as she has regularly attended training to ensure her knowledge is up-to-date, which means children are extremely well protected. She understands the importance of informing Ofsted of any changes and all adults within the home have undergone checks to ensure their suitability, which further safeguards children. The childminder is exceptionally well

organised; clear documentation and detailed record keeping promotes the safety and welfare of the children and underpins the high quality care offered. Risk assessments are clear and detailed to ensure that hazards are identified and minimised, and rigorous daily checks further improve children's safety.

The childminder has a deep understanding of children's individual abilities and this enables her to provide stimulating play experiences and activities to support each child's development. The childminder has an excellent knowledge and understanding of child development and is very well qualified. For example, she holds a National Vocational Qualification at Level 3 in childcare and regularly attends training to ensure her knowledge is always up-to-date. The organisation of space and play resources is highly effective and the childminder works extremely hard to ensure that children thrive within the childminding setting. Regular self-evaluation by the childminder ensures that any priorities for future development are promptly identified and acted on. For example, after observing how children used resources, the childminder re-organised the play area to improve accessibility for all children which enables them to make choices and direct their own play.

The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care. She places very high value on the importance of working with parents and gathers excellent information about children's individual and changing needs. This enables her to take each child's uniqueness into account when planning activities and providing care. Very positive written feedback demonstrates parents' very high regard for the childminder and the service she offers. Clear written policies and procedures are professionally presented to share with parents and ensure they know about the childminding provision. Parents are very well informed about all aspects of their child's achievement, well-being and development. The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are very well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. For example, the childminder visits the children's other setting to observe them in play, they share this information gathered and the partner setting reciprocates. This in turn is shared with parents and ensures children's achievement and well-being is extremely well promoted.

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

The childminder has a deep understanding of how children learn and this enables her to provide challenging and stimulating experiences and activities to support each child's learning and development. She takes children's interests and stage of development into careful consideration when planning activities to ensure all areas of learning are effectively promoted. The childminder records each child's achievements through a balance of photographs, examples of work and observations. In addition, parents and other carers contribute to their child's learning journey by sharing what they know about their child. This highly effective system of record keeping demonstrates that children are making outstanding

progress in their learning and development.

The childminder has an excellent understanding of how children learn from active play and exploration. As a consequence, she has set up her provision to offer a range of first-hand experiences and opportunities to enable this. For example, children visit the local woods where they create dens from twigs and small branches. This enables them to develop their own methods to solve problems while taking small risks in a safe environment. Children have many opportunities to write for purpose; some write their name on their pictures or they write lists to take when they go shopping. Younger children use magnetic pictures of what they need to buy and as each item is found they put the picture in a bag. Children enjoy a wealth of creative activities, such as, making models from junk or patterns in foam. Sometimes they just enjoy exploring how 'bubble wrap' pops when it is squeezed. Their artwork is displayed for others to admire, and this helps children to feel part of the childminding family, fostering a deep sense of belonging. These simple, yet highly effective, activities lay strong foundations to develop children's future skills.

Children benefit from the childminder's proactive approach to inclusion and celebrating the diverse society in which they live. For example, pictures and photographs displayed at child-height act as talking points for finding out about themselves and each other. The childminder has effective strategies in place to care for children with special educational needs and/or disabilities. She works closely with parents, carers and other agencies to support the children's needs and ensure they are included in the life of the setting. However, children learning English as an additional language have fewer opportunities to develop and use their home language in their play and learning. This potentially affects their ability to confidently use their own language outside the home and build strong bilingual foundations when learning English. Children are clearly relaxed and comfortable in her nurturing care; they have formed strong bonds with the childminder and confidently express how they feel. Children have developed caring relationships with one another and they readily share resources during their activities as they play contentedly together.

The childminder encourages children to have a healthy attitude towards food as she ensures they have balanced and nutritious meals and snacks, along with ensuring that all children have independent access to drinks. Children help to shop for fruit and vegetables, and grow carrots and beans in the garden which helps them to learn about where food comes from. Young children are learning how good hygiene practices help them to stay healthy. For example, they ask why the changing mat is wiped and the childminder gives a simple explanation about germs to help them understand the importance of staying well. The childminder helps children to learn how to keep safe, both in the home and on outings; they regularly practice the fire drill so that they know what to do in an emergency. Children's behaviour is exceptionally good as the childminder sets clear boundaries and has high expectations for all children; gentle reminders and simple explanations help them to think and be responsible for what they do. The childminder ensures that children have lots of varied opportunities for physical exercise. They play with an excellent range of resources in the garden and

regularly walk to local amenities, such as the park, shops or schools. This means they benefit from plenty of exercise and fresh air.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met