

## Inspection report for early years provision

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<b>Unique reference number</b>	222854
<b>Inspection date</b>	27/01/2011
<b>Inspector</b>	Emma Bright
<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.

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 1998. She lives with her husband and two adult children in a village west of Cambridge, Cambridgeshire. The childminder has a purpose-built cabin in the garden which is used for childminding purposes. All children have access to the enclosed garden.

The childminder is registered to care for a maximum of six children at any one time, of these no more than three may be in the early years age range. She is currently minding seven 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. 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's exceptional knowledge of each child's individual needs ensures that she is able to promote all aspects of their welfare and learning with success. Excellent partnerships with parents and other carers ensure a responsive and inclusive service. Children are extremely safe and secure at all times and thoroughly enjoy their learning in a stimulating environment. The childminder's capacity for sustained improvement is outstanding; she regularly updates her knowledge and skills, which means outcomes for children are exemplary.

## **What steps need to be taken to improve provision further?**

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

- creating an environment that is even richer in print to further enhance ways children can learn about words.

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

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. Thorough safeguarding policies and procedures are in place to ensure that children are fully protected. The childminder 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 and all documentation is professionally

presented and stored securely to ensure that it remains confidential. Detailed record keeping effectively promotes the safety and welfare of the children and underpins the high quality care offered. Rigorous risk assessments take into account all aspects of potential risk to children both at home and on outings. All these factors significantly contribute to the childminder safeguarding children effectively.

The childminder works extremely well in partnership with parents and carers and demonstrates an excellent understanding of the benefits of working closely with parents. Excellent settling-in procedures are based around children's individual needs and this helps to support them in the transition between home and the childminding home. In addition, the childminder carries out home visits before children begin in her care, which enables her to gather and share good information with parents and help children to feel safe and secure. The childminder strives to provide frequent opportunities for parents to become involved in their child's learning. For example, parents contribute to their child's learning journeys, sharing what they know about their child and they receive information on activities they can do at home, to further support their child's learning. Exceptionally good written feedback demonstrates parents very high regard for the childminder and the service she offers.

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 and they share 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 organisation of space and play resources is highly effective and the childminder works extremely hard to ensure that children thrive within the childminding setting. The childminder has a clear and realistic self-evaluation process to identify areas for future development. She regularly reflects and evaluates her provision to ensure that children have excellent experiences and continually look for ways to improve her service for all users.

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

The childminder takes children's interests and stage of development into careful consideration when planning activities to ensure all areas of learning are promoted effectively. She records each child's progress using a balance of written observations, photographs and examples of children's own work. All these records demonstrate children make excellent progress towards the early learning goals. Information about what children enjoy and do at home is collected both formally and through daily discussions and this further enhances the outcomes for children. The childminder has an excellent understanding of how children learn by active exploration, consequently she has organised the play space so children can move freely around, making independent choices about their play. She is adept at recognising when children need support to extend their understanding, and when

they need to be left to explore and take risks.

The childminder provides a relaxed environment where each child is valued and they are clearly comfortable in her nurturing care and this significantly enhances children's self-esteem and confidence. Children enjoy lots of creative activities and the childminder values their work by displaying it for everyone to see and enjoy. This helps children to feel a part of the childminding family, fostering a deep sense of belonging. 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 so that they are included in the life of the setting. The childminder sets firm boundaries and has high expectations for all children and as a result their behaviour is exemplary and they show a real understanding of caring and sharing.

Children enjoy learning about nature. They make bird feeders and excitedly observe birds from the window exclaiming 'there's lots of birds'. Children grow plants from seeds and observe them over time, and enjoy 'puddle jumping' in wet weather, explaining how they 'jumped in a big one'. Children develop their early literacy skills exceptionally well because the childminder ensures they have lots of good quality experiences to promote this area of learning. For example, they make marks to represent their ideas and visit the library to develop their love of books. In addition, children take books home to share with their parents. However, children have fewer opportunities to see words and labels in the environment. Young children's language is developing very well because the childminder listens and responds to their talk. They enjoy practising new words, such as 'elephant' and 'bucket'; the childminder praises their efforts which encourages them to repeat and refine their skills. These simple, yet highly effective activities lay strong foundations to develop children's future skills.

The childminder establishes a supportive atmosphere where children feel very secure and they develop a sense of how to stay safe, both in the home and on outings. For example, they regularly practise the fire drill so that they know how to evacuate the premises in an emergency and wearing fluorescent wrist bands help keep children safe on outings. Frequent visits to local play areas means children have ample opportunities to be active in the fresh air. Children enjoy energetic play in the garden, where they practise a range of movements as they climb, slide and balance on mini-stilts. The childminder encourages children to have a healthy attitude towards food because she ensures they have balanced and nutritious snacks, as well as ensuring that all children have independent access to drinks. Children play in a clean and healthy environment and learn about good hygiene practice which ensures their very good health, safety and welfare.

## 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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