

Inspection report for early years provision

Unique reference number	EY236555
Inspection date	17/01/2011
Inspector	Moir Oliver
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 2003 and lives with her mother in Felixstowe, Suffolk. The whole of the property is registered, however, childminding mostly takes place downstairs. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and preschools. The family has a cat and two dogs as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 10 children attending, five of whom are within the Early Years Foundation Stage and attend on a part time basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities. She is an active member of the National Childminding Association, an approved childminding network and the Felixstowe and District Childminding Group. The childminder is qualified and has a Bachelor of Arts Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the excellent quality provision and make extremely good progress in their learning and development. Partnership with parents significantly contributes to ensuring children settle well and their needs are met. Children take part in a wealth of activities in the safe and secure learning environment and have many opportunities to explore their local community. The childminder is dedicated to her work and has extremely effective systems in place to monitor and evaluate her provision as she strives to improve her high quality service further.

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 the outdoor area to extend play opportunities in the winter months.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her roles and responsibilities in safeguarding children from abuse and neglect. Robust, clear policies and procedures support her practice and are carried out consistently. Training is updated and she familiarises herself with current requirements to ensure she is well informed and confident to put procedures into practice where necessary.

Thorough risk assessments are carried out on all areas of her home and for each outing. Additional assessments are requested from places such as the zoo and farms and conversations take place beforehand to ensure that new facilities are safe and appropriate for the children she intends to take. Children are supervised at all times and the premises are extremely safe and secure.

The childminder organises her home to ensure children have access to a wealth of resources both indoors and out. Resources are chosen according to the children's interests and abilities and they move freely between them. She has gained many ideas for outdoor play from her work with Forest Schools. However, she is aware that the outdoor area is better resourced in the summer months and is working on ideas to ensure the quality is high all year round. Very well organised documentation supports her practice, enabling her to care for the children appropriately and according to parents' wishes.

The childminder actively promotes equality and diversity and inclusion threads through her practice. A wide range of cultures and faiths are represented through resources such as books, posters, dolls, puppets, dressing up, kitchen utensils, play food and pictures. Resources are used appropriately to encourage discussions about similarity and difference to raise awareness and acceptance.

The childminder is very well qualified and continues with her studies to improve her knowledge and understanding in childcare further. She attends a wealth of workshops and courses, bringing the ideas back to put into practice in her setting. She is dedicated to her role as a childminder and has a clear vision for her provision. For example, she has plans to improve the outdoor area further by providing a covered area to be used in all weathers. She involves the parents in her monitoring of the provision by providing daily diaries which she encourages them to use as a two-way flow of information. Parents are extremely happy with the progress their children make and the high quality care they receive. They have regular opportunities to share records with their child and to add their comments. Monthly news letters are a valuable way of ensuring parents are kept up-to-date. For example, they include holiday dates, outings, planning, festivals and reminders to look at their child's developmental records. There are well established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. She extends on the work the children do at nursery, expanding the topics they are interested in. She has very good relationships with other professionals to ensure children's developmental needs are met.

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

Children are happy, confident and have fun in the rich and stimulating learning environment. They settle extremely well and strong, trusting relationships develop. The children involve the childminder in their play and it is obvious from the interactions that they are very fond of each other. The childminder knows the children very well and provides a wealth of resources and activities planned around their interests and abilities. The environment is bright and cheerful with a range of

posters, pictures, children's work and labels displayed on the walls which children use for reference. Children's work is valued and they proudly point out their lanterns and ask to make additions to their rabbit masks. Children confidently access the equipment from low level storage units and help each other to tidy up the toys after use, taking pride in their environment. They are developing a love of books as they access them independently and use puppets and story sacks to make the stories come to life. They are inquisitive and ask questions as they make up their own stories about thunderstorms. Their language skills are developing very well as they chat freely to each other and the childminder as they play. Children enjoy looking at their own developmental records and are involved in sticking their work in and discuss the photographs as they recall the activities.

They use mathematical language as they compare the shape and size of their own hands inside the puppets. They recognise some numbers and use them for counting items they post into a box. The childminder provides a challenge by asking questions about how many more bricks they need to build the tower and how many they have left.

The children have daily opportunities to explore nature and the seasons as they visit the park, the beach, woodland and countryside. They take part in interesting activities such as collecting natural items to go on their 'journey sticks'. For example, elastic bands secure items they find, such as, feathers, leaves, seeds and cones to enable them to carry them back and discuss their journeys. Children use information technology as they take photographs with a digital camera and use a portable printer to print them whilst they are on the outing. They delight in sticking the photographs onto their clothes and wear them home to share with their parents. Children enjoy the feel and texture of the paints and they have extended opportunities to explore a wide range of craft and printing techniques. The childminder provides extended resources to meet each child's needs and interests. For example, children role play going to the doctors, wearing the outfits and carrying the bag, following a visit for a vaccination.

Children are gaining an understanding of healthy living and exercise as they take part in physical play, such as, climbing, running, crawling, jumping and balancing, both in the childminder's garden and on visits to the park and other play areas. They enjoy the seasons and the weather and play in the snow and jump in puddles after the rain. Children take part in healthy eating activities, such as, cooking and completing a 'five a day' chart. They add stickers to a chart after each portion of fruit and vegetables they eat and discuss the ingredients in a range of cooking activities. They enjoy accessing the snack bar where fruit and drinks are available for them to choose during the morning. Daily routines, such as, hand washing and nose blowing encourage good hygiene and they each have individual flannels and towels to limit the spread of infection. Children are cared for in an extremely safe and secure environment. A visual monitor is used when children are sleeping upstairs to ensure they are within the sight of the childminder at all times. Children take part in fire drills, learn about road safety and the simple house rules. Reasons are provided for the rules, such as sitting down to eat, to ensure they gain a good understanding and accidents are prevented.

Children behave very well. They show kindness to each other and the older ones

look after the younger ones, finding them items to play with and helping them to build towers. They are treated with kindness and respect providing an excellent role model for the children to follow. They learn how to take turns and to share the toys and they receive high levels of individual attention.

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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