

Inspection report for early years provision

Unique reference number	209299
Inspection date	03/02/2011
Inspector	ISP Inspection
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 has been registered since 1999. She lives with her partner and daughter in a village on the outskirts of Bourne, Lincolnshire. The whole of childminder's ground floor is used for childminding and there is a fully enclosed rear garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Regsiter. She is registered to care for a maximum of five children under eight years and is currently minding three children in the early years age group. The childminder walks to local schools and pre-schools to take and collect children. The childminder is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. Children thrive and make rapid progress in their learning and development. Highly effective partnerships between the childminder, parents and other agencies ensure children's individual needs are met and their protection assured. The management and organisational systems are thorough. Self-evaluation is reflective and improvements are continuous. Targets are clearly identified and mostly prioritised effectively into a development plan. These have a positive outcome for children and the quality of the provision.

What steps need to be taken to improve provision further?

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

- prioritising future targets for development to show how continuous improvement will be maintained

The effectiveness of leadership and management of the early years provision

Prioritising children's safety is at the heart of this setting. The childminder has a comprehensive awareness of safeguarding and has completed recognised training. Her working with other agencies is exemplary. Comprehensive policies and procedures are implemented consistently and robustly to ensure that any concerns are prioritised and dealt with effectively. Detailed risk assessments and daily safety checks are completed to ensure the environment and resources are safe. Effective safety measures are in place and the supervision of children is vigilant. All persons who have regular contact with children are appropriately vetted for their suitability.

The childminder has high aspirations for quality through ongoing improvement and

a strong commitment to equality and diversity. She has successfully met the recommendation that was raised at the last inspection and now has a record system in place for recording any complaints if they are made. She has embraced the Early Years Foundation Stage and has outstanding systems in place for identifying and meeting children's individual needs and for progressing every child with their development and learning. She has a reflective self-evaluation, although this does not fully do justice to the wealth of improvements she has made since the last inspection. She has yet to update this and organise her future targets into clear priorities, for example, further training and developing a growing area in the garden. Parents' views are sought through the use of questionnaires and ongoing verbal discussion and children's views through discussion and purposeful observations. These are used very well to inform important decisions about organisation and practice. The childminder is extremely focused and well informed. She has a clear vision for her setting and demonstrates a strong capacity to drive forward improvements and to maintain exceptionally high standards of quality.

The childminder is highly committed to working in partnership with others and takes a lead role in establishing working relationships. There are well established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. Children are extremely well supported with their transition to other settings and the excellent exchange of information that takes place ensures that they have continuity in their learning. Purposeful information is gathered from parents about their child's individual needs. Settling-in-periods enables children to develop a strong sense of belonging and for the childminder and parents to work together to identify and meet any emerging needs that a child may display. Parents are provided with excellent information about the activities their child has been involved in and this enables them to contribute to their child's learning.

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

The childminder's home is a stimulating and welcoming environment, which fully reflects children's backgrounds and the wider community. Children thrive and make significant gains in their learning and development. They play a dynamic role in the setting and offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration and have an excellent balance between adult-led and child-led activities. Children make excellent use of a wide range of equipment, including electronic resources and technology. They are confident, active participants in their learning as they make their own choices from an exceptionally well resourced play room.

The childminder has a natural ability for working with children at their level. She demonstrates an expert knowledge of the learning and development requirements and a full understanding of how children progress with learning. The exceptional organisation of planned activities reflects rich, varied and imaginative experiences

that meet all the children's needs very well. Assessments through high quality observations are rigorous. The information that is gained is translated effectively into planning for children on an individual basis. Planning is skilfully arranged to incorporate all areas of learning through activities that link to each other and consolidate children's learning. For example, children have individual story folders which show the stories they have enjoyed and how these support children in all areas of learning. An example of this is the 'Gingerbread Man' story. Children made gingerbread men as a baking activity and then made gingerbread puppets as a creative activity, which they used as props during the story. They also have story sacks which they use to act out and re-tell stories through their own interpretation such as 'The Old Woman Who Lived In a Shoe'. Children have individual topic folders and engage in a wide range of topics that secure extensive learning. They learn about dinosaurs and make comparisons between their own teeth, feet and fingers and those of a dinosaur. Children learn about children from other countries and cultures, for example, a little boy from Bombay. They develop their topic book with photos of where he lives, his home, where he sleeps and they learn about his school day and jobs he has to do. Children have excellent opportunities to develop their language, questioning skills, critical thinking and to value and respect differences.

Children have excellent relationships with the childminder and conversations are rich and meaningful. Children ask questions with confidence and they are given clear and understandable answers. Their thinking is further challenged by the childminder who often asks them to think about what should happen next. For example, the child told the childminder about an incident of a child who fell off a chair. The childminder asked the child to think about why that could have happened and what should the child do to avoid that happening again. The child immediately said, 'sit on her bottom properly'. Children show that they are developing a very good understanding of how to keep themselves safe and healthy. One child asks the childminder if it is alright to talk to the inspector, which shows a cautious approach towards strangers and feelings of safety and trust in the childminder. They show a strong sense of security in the setting and an excellent understanding of what standards of behaviour are expected. Children behave extremely well and are helpful, polite and co-operative. They show an exceptional understanding of the importance of following good personal hygiene routines and of adopting healthy lifestyles. Children enjoy healthy choices at snack and meal times and have water bottles with them at all times so they remain hydrated. They have plenty of physical exercise and fresh air through regular outdoor play, walking to other settings and to places of interest in the community. Children play a full and active role in their learning and are well equipped with the fundamental skills they can use to extend their learning.

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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