

Inspection report for early years provision

Unique reference number	EY414273
Inspection date	10/02/2011
Inspector	Carol Cox
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 2010. She lives with her partner and two children in Worle, North Somerset. Children have access to all areas of the home. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time. She is currently caring for six children in the early years age range at different times during the week. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She may also care for older children and takes and collects children from local pre-schools and schools. The childminder has appropriate childcare qualifications and is currently studying for a degree in Early Childhood Studies and the Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers exceptionally good care for each child in her care. She has an excellent understanding of how children learn and children make extremely good progress. She builds deep and meaningful relationships with parents and other services to support each child's particular needs. She has made a detailed evaluation of her practice and has sought support to address areas for development. This childminder ensures that each child's unique qualities are recognised and highly valued.

What steps need to be taken to improve provision further?

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

- should consider practising the fire drill with all minded children

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the childminder has a comprehensive awareness and experience of dealing with safeguarding concerns whilst working as a manager at a local nursery, prior to becoming a childminder. She attends regular training and shares her comprehensive policy and procedure with parents to agree the actions she will take if concerned about a child. All adults in the household have been checked by the Criminal Records Bureau and visitors are identified and recorded. Children learn about keeping themselves safe both in the house and when on outings. The childminder makes robust risk assessments of all aspects of their practice and take sensible precautions to keep children safe. For example, when children are outside of the house they wear high visibility vests

which detail the childminder's phone number. Children learn to keep themselves safe through daily routines, such as standing on the inside of the pavement while waiting to get into the childminder's car. All necessary policies and procedures are clearly written and regularly reviewed, these are made available to parents in writing.

The childminder organises the setting with full consideration of each child who attends. There is a veritable Aladdin's cave of toys and resources in the brightly furnished playroom. Toys include those to reflect different people and their lives, home made toys, natural and recycled objects. Young children thoroughly enjoy exploring the treasure baskets full of exciting and interesting bits and pieces. One toddler finds a shell and smooths it on her face enjoying the sensation, another finds a spoon and bangs a rhythm happily on the fireplace. Each child is valued and considered as a highly important person and their progress is individually planned. One child speaks French as a home language, the childminder has learned phrases from mum and uses them to praise him, for example, 'très bien!' The childminder has built very successful relationships with parents and other settings attended by children. This ensures she has an exceptional knowledge of how to support children in making best possible progress. Parents express their delight in the care offered to their children. They describe in detail the extra lengths the childminder goes to provide best possible care for their children. One mother says 'She is really excellent'. All are very appreciative at the flexibility offered to meet the ever changing needs of their family lives.

The childminder has a very clear vision of the high-quality provision she aims to offer children. She sets high standards and expectations of herself and makes continual reflections to develop her practice. She has an exceptional understanding and knowledge of how to implement welfare and learning requirements of the Early Years Foundation Stage. Children make extremely good progress in the care of this highly qualified and experienced childminder who continually strives to achieve the best possible outcomes for every child. She clearly demonstrates an excellent capacity for continuous improvement.

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

The childminder is highly skilled and well qualified practitioner who brings years of experience to ensure children make exceptional progress in all areas of learning and development. She has a deep understanding of how children learn and uses this to help each child make best possible advances in their learning and development. Children are motivated and eager to learn. They are confident and settle quickly, developing an enthusiasm for exploration and even very young children demonstrate a confidence and ability to concentrate on new activities. She maintains highly detailed learning diaries which chart children's progress and celebrate their achievements. These are shared regularly with parents who contribute their own observations and comments. Children benefit from a fabulous variety of play opportunities, planned with full consideration of their next steps in learning, as detailed in their learning diaries. For example, she has noticed that

one child is fascinated by hanging things, she has decorated a room divider with threads and ribbons, thereby encouraging mobility and exploration of different textures. Children's speech and language development is very well supported by use of baby signing and challenging interactions. All areas of learning are equally well supported. She works closely with parents to reflect home backgrounds and cultural needs, thus children make very good progress and enjoy celebrations of their home lives. They regularly visit other groups and play settings where they enjoy large play, forest school activities and begin to socialise.

Children learn about healthy lifestyles in their everyday routines. They eagerly stand on the step to wash their hands before snack time and enjoy choosing their favourite fruits. The childminder has a high awareness of how to safeguard children who have food intolerances and provides a varied diet of healthy and nutritious foods to meet their individual requirements. Children learn about the provenance of food through shopping and cooking. For example, they regularly make pizzas and cakes for tea. Their physical development is encouraged through regular trips in the fresh air to parks and outdoor play in the very well equipped garden when they can enjoy moving freely in and out of the house. Children learn to keep themselves safe, for example, when practising fire drills and learning about road safety. They develop independence skills when recognising their own physical needs and addressing them with appropriate support. The childminder offers warm and thoughtful care which means that even children new to the setting quickly learn to enjoy a cuddle for comfort when they are tired or upset. Through the use of simple baby signing children are able to make themselves understood, for example, a young baby signs for milk. There are strident procedures in place to ensure all children's medical needs are clearly documented and met. They behave very well and respond positively to simple instructions. Older children know the routines of the day and show a deep sense of belonging. On return from pre-school a child hangs his coat, takes off his boots and happily goes off to find favourite toys. In this happy household with the care of the kind and knowledgeable childminder it is not surprising that children make such admirable progress. They are happy and motivated and learn excellent skills to support their future 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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