

Inspection report for early years provision

Unique reference number	EY253573
Inspection date	07/02/2011
Inspector	Lynn A Hartigan

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 partner and one child aged 11 years. The childminder lives in Kesgrave in Suffolk. The whole of the downstairs floor and one bedroom is used for childminding. There is an enclosed garden for outdoor play. The family have a dog as a pet.

A maximum of five children under eight years may attend at any one time, three of which may be in the early years age range. The childminder is currently caring for ten children, on a part-time basis. The childminder has strategies in place to support children who are learning English as an additional language. Care is also offered to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's superb provision for children in the Early Years Foundation Stage ensures young children consistently make significant gains in their development and learning. Children have an abundance of toys and resources available to them within a breathtakingly welcoming playroom, where high quality toys are easily accessible. The childminder offers an exceptional range of activities which effectively promotes their future learning and understanding of diversity. Superb opportunities are available for communication, positive relationships with parents and other carers ensure continuity of care. The childminder has rigorous systems in place to evaluate the provision, which is beginning to include parents and children's views. The childminder is committed in securing training opportunities and has achieved Quality Assurance, from the National Childminding Association.

What steps need to be taken to improve provision further?

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

- continuing the development of self-evaluation to take account of the views of users to ensure priorities for development are accurately targeted to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a superb understanding and knowledge of child protection issues. The provision of a safe and secure environment for children to flourish and learn is of paramount importance to the childminder. Regular safeguarding training

and collaborative working with other key agencies is excellent and has a positive outcome for children's welfare. Stringent systems are adhered to, such as robust suitability checks to ensure children are in contact with suitable people. Extensive and comprehensive policies exclusive to the childminder, support her practice. Exceptionally thorough risk assessments are completed to ensure children play within a safe environment.

The childminder consistently gives priority to ensure an abundance of excellent resources are available to children that keep them stimulated and challenged. This has a significant impact of the superb outcomes for children. Children play in a large dedicated playroom where they can access a wide selection of excellent quality toys and equipment appropriate for their developmental stages. The environment provided effectively contributes to children's learning and development.

Self-evaluation by the childminder is rigorous. As a result of well targeted areas for action the outcomes for children are excellent. The childminder continues to develop a system within the self-evaluation process that ensures children and parents views bring about change and influence the decision making process. Parents written references suggest that they are extremely happy with every aspect of care offered to their children.

The childminder has formed highly positive relationships with parents and carers. Their comments and feedback are valued and this is effectively achieved through excellent communication opportunities and information provided for parents. For example, the childminder has established trusting and extremely open relationships with parents advising them of the inspection in advance, so that parents had the opportunity to contribute their views. The childminder is highly committed to developing links with other settings delivering the Early Years Foundation Stage that minded children attend. The childminder is proactive to ensure a consistent approach to the care of the children which ensures the best outcome for their welfare.

An abundance of useful information is readily available for parents to ensure they are fully informed with regard to every aspect of their children's activities. The highly inclusive systems for communication are successfully achieved as the childminder provides regular newsletters, questionnaires and displays useful information on a parent's notice board. The childminder is part of the Suffolk schools programme. This programme embraces childminders, ensuring consistent and productive partnerships to provide continuity of care for children and progression within their interests and learning. The childminder is very effective at ensuring all children are integrated well and that they develop to a good standard.

The childminder's exceptional knowledge of the children's background and completion of diversity training ensures she can effectively help children learn about the society they live in. Children receive a high level of support in their learning and outcomes for children are positive. The childminder is very knowledgeable of different cultures and acknowledges traditional days and festivals within the planning. The excellent strategies in place support children

learning English as an additional language.

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

Children are able to make very good progress towards the early learning goals as they access excellent learning opportunities and activities that cover all six areas of learning in both the indoor and outdoor environment. The exceptional organisation of the educational programmes reflect rich, varied and imaginative experiences.

The playroom is exceptionally welcoming for children. They are able to access high quality resources that inspire their imagination and creativity. Children use puppets, dolls and play foods which support their imaginary play. They make dinners and delight in serving them to the childminder. They dress-up using the props and hats and have immense fun playing with coloured rice in large bowls. This activity sustains their interest as they pour, sieve and make shakers. They understand the importance of staying safe and happily sweep up the spilled rice to ensure no one slips. They take great pride in looking after their toys and the environment in which they play.

Children's art work, photographs and posters create a wonderful sense of belonging. The childminder has an expert knowledge of how children learn and develop and is committed to training with regard to the Early Years Foundation Stage, which reinforces her understanding. Excellent systems are in place for planning to meet each child's individual routines. Assessments through good quality observations are rigorous and children's next steps in learning effectively inform future planning. Parents are encouraged to contribute to their children's learning and are offered good information to support them at home.

Children are supported in exploring and discovering for themselves. For example, the provision of treasure baskets stimulates their curiosity. The children's imagination turns wooden balls into pretend potatoes and are used as props in their role play. Children enjoy participating and negotiating with each other in their games. They enjoy trips out and thoroughly enjoy strawberry picking. They learn about the growing cycle as they plant and care for vegetables in the garden. Children relish their time at the farm observing the animals and having picnics.

The childminder is careful to document her observations in the children's learning journeys, which are available to parents at all times. Observations are supported with photographic evidence. A yearly review sheet is used to ensure development in all six areas of learning is achieved. The Early Years Foundation Stage tracker is also used to assist the childminder in this thorough process.

The children's health and safety is significantly enhanced by the robust and consistent policies and procedures that are in place. Children have excellent opportunities to learn about keeping themselves safe and healthy as the childminder discusses these issues during everyday routines. Young children are able to independently take themselves to the bathroom and are praised on doing

so. Prompt posters in the bathroom remind children to wash their hands. Individual fresh towels are provided daily and a stringent nappy changing procedure protects them from cross infection.

Children have a good understanding about healthy foods as these are promoted by the childminder. For example, children enjoy fruit at snack time. Conversations around the importance of staying healthy prompt the children's thinking. Children receive fresh air and exercise daily as they play outdoors, walk to school or visit the local park or farm. Children's awareness about safety issues is excellent as this is reinforced by the childminder. Discussion around road safety and fire drills form part of everyday routines.

The quality of adult interaction is exemplary and routines help young children gain an exceptional sense of security. The childminder is skilled and sensitive in her management of children's behaviour and has excellent relationships with the children as a result.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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