

Inspection report for early years provision

Unique reference number	EY343369
Inspection date	15/02/2011
Inspector	Tracy Bartholomew

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 2006. She is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register. She lives with her husband school aged son in Abbeymeads a district of Swindon in Wiltshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding six children in the early years age range on a part time basis. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group.

The family have a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is experienced and highly motivated within all aspects of her work. She ensures that all children attending receive high quality care. Highly effective partnerships with parents and good partnerships with other settings enhance the provision effectively. Children are all valued, treated as individuals and are fully included at the setting. This in turn excellently supports their learning and development. The childminder reflects on her own practice and is aware of the strengths in her provision and aspects that she would like to develop to further extend children's learning experiences and continue the ongoing improvement.

What steps need to be taken to improve provision further?

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

- support children's progress in their learning and development by further promoting partnerships with other providers delivering the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The childminder ensures that safeguarding is given high priority throughout all aspects of her care. She has completed child protection training and has carefully considered the action she would take should she have any concerns about a child's welfare. Parents are fully aware of her practices and have signed to acknowledge this. The childminder's home is a warm and welcoming environment that children

can explore safely. The house is secure and thoroughly risk assessed. Every action is taken to minimise any risks identified. Thorough risk assessments are also carried out for the variety of outings that children participate in. Clear, comprehensive policies and procedures reflect the childminder's practice. These are routinely shared with parents. Hygiene practice is exemplary and healthy lifestyles for children are actively promoted to comprehensively support the health and well being of the children attending.

The childminder is dedicated to her role and has high ambitions to improve her knowledge and understanding of childcare practices. She embraces her role to help others and reflects on her own practise through working as an accredited childminder and being a support to other childminders. The childminder is methodical in her organisation. She maintains all records and legally required documentation well. The childminder's home is warm and welcoming and provides a child-friendly play space. The playroom is well stocked with a wide range of quality resources which support children's learning and development very well. The childminder utilises resources imaginatively to extend children's development. For example, the 'going on a bear hunt' display and props. There is a wealth of resources which promote learning opportunities throughout the day and cover ethnicity and diversity gainfully. Planning is stemmed from the children's interests and the childminder is dynamic at promoting an inclusive environment for all children. The garden is also very well used and promotes a rich and varied environment which supports children's learning and development in all weathers.

The provision is fully inclusive. The childminder recognises the uniqueness of each child and ensures that all are well integrated and are developing and achieving as much as they can. The childminder has an accurate knowledge of the effectiveness of her provision and is committed to continuous improvement. She reflects upon her practice and seeks feedback from the parents of children in her care. An excellent partnership with parents is established. Two-way communication is promoted and parents are continually kept up to date with the daily practices and plans for the term, through daily verbal communication and newsletters. Good quality links have been established with others involved in the children's care, although further development of these would enhance continuity to identify needs and provide the best learning opportunities for children.

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

Children are settled and extremely happy in the childminder's care. All children form close bonds with the childminder and develop the confidence to try things for themselves. For example, when figuring out how puzzles interlink. The childminder is very hands on and as a result the children flourish in their development and understanding. The childminder knows each of the children's individual needs and values what children can do as well as their own ideas. Excellent planning and the support children receive from the childminder enables them to make significant gains in their learning and achieve impressively in relation to their starting points and capabilities. They actively gain the skills they need for the future.

The childminder has created a stimulating environment where a wide range of experiences and activities are offered to the children. Their senses and learning are consistently engaged and promoted. The childminder uses posters and visual aids to support learning. The topic this month is 'weather'. The children have first hand experiences of the weather and use a display board to demonstrate the new skills they acquire.

Children's knowledge and understanding of the world is supported impressively. Their play environment is adorned with positive images of different cultures, ethnicity, gender and disability. Resource books and maps aid children's knowledge and understanding of the world. They learn about the variety of foods and sample some of these, marking on their own tally charts whether they have enjoyed this food or not. Children are regularly involved in the wider community. They join the local childminding network group where they have visits from the road safety officer and police. Children learn about those who are less fortunate than themselves by doing charity work. Children's creative learning is very well promoted to show care and concern for living things. They plant seeds and plants and watch them grow, helping to water them.

Children's welfare is also promoted extremely well. They enjoy regular fresh air and exercise in the childminder's garden and at local parks. Children eat well enjoying a variety of healthy meals and snacks. Excellent procedures are followed to promote personal hygiene and safety. Children learn to keep themselves safe and mimic this in their play. Regular practise of evacuation drills help to familiarise children with emergency procedures.

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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met