

Inspection report for early years provision

Unique reference number	EY344349
Inspection date	21/02/2011
Inspector	Lynn Clements
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 registered in 2006. She is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group. The childminder is currently caring for two children in the early years age group. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and their four children aged nine months, five, 13 and 15 years. They live in a residential area of Walton, Peterborough. The whole of the ground floor, managed by the childminder, is used for childminding and there is a fully enclosed outside play area. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an excellent knowledge of each child's needs which enables her to successfully promote children's welfare and learning to a high standard. Children are safe and secure and enjoy opportunities to learn about the local area where they live and the wider world around them. Partnerships with parents, carers and other partners involved with the children are excellent and significant in making sure that the needs of all children are met, along with any additional support needs. This attention to detail means that children make excellent progress, given their age ability and starting points. Regular self-evaluation makes sure that strengths are identified and areas for development recognised enabling the childminder to respond to user needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- reappraise risk assessment to make sure they detail how all potential hazards are minimised; this refers in particular to how children are prevented from becoming locked in the downstairs toilet.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding about safeguarding children and knows how to make a referral should she have a child protection concern. She understands the importance of criminal record bureau checks for all persons in her home over 16 years of age. The childminder has a range of risk assessments in place identifying how children are protected from potential hazards inside, outside and whilst on outings. However, there is a weakness with regard to detailing how children are prevented from becoming locked in the downstairs toilet, as the bolt is

positioned at child height. The childminder has completed all required training and keeps her paediatric first aid training up to date. This enables her to provide appropriate care for children in the event of an emergency. All records and documentation required by legislation are in place and maintained correctly. The childminder has implemented a range of policies and procedures in order to support the smooth running of her setting and provide positive outcomes for the children. Daily registers include children's hours of attendance enabling the childminder to safely account for them at all times, whilst they are in her care.

There is no bias in the childminder's practice in relation to gender, race or disability. This enables her to provide learning opportunities which facilitate the children's growing understanding of other cultures and customs. The organisation of the childminder's setting is excellent. An extremely good range of child-height furniture and storage enables the children to make their own selections and play in safety and comfort. There is a wide range of exceptionally good toys and resources which stimulate children's curiosity for learning. The setting is conducive to learning and safety. It is managed very well and carefully looked after. Children clearly benefit and thrive as a result of the setting they are in.

The childminder works collaboratively with parents, carers and others involved with the children, such as the local pre-school and school. These key communications impact positively on all children and the unified approach provides children with great continuity of care and extremely well planned learning opportunities. The childminder is taking well-considered steps to ensure resources and her environment are fully sustainable. She reflects and evaluates her practice and listens to parents and carers. This enables her to adapt and develop the service she provides to meet their specific care requirements and respond to user needs.

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

The childminder provides an exceedingly motivating, interesting and welcoming environment. The surroundings reflect the children's backgrounds and wider community. The exemplary organisation of the educational programmes reflects rich, diverse and inspired experiences that meet the needs of all the children extremely well. Assessment through high quality observations is rigorous and the information gained, is used very successfully to guide future planning. The childminder is adept at identifying the children's particular interests and using these to inform future planning so that learning opportunities are securely based on what the children know and can do.

The childminder's teaching approach is rooted in a very clear knowledge of the learning and development requirements and a full understanding of how young children learn and progress through play and free flow investigation. As a result, children's progress in specific aspects of the curriculum, such as, communication, numeracy and development in information and communication skills are exceptionally good. Children work extremely well independently using their own initiative and developing excellent skills in working alongside their peers. They are

fully equipped with fundamental skills they can use to extend their learning. All children are valued and their behaviour is very good as they show an excellent awareness of responsibility within the childminder's setting.

Children enjoy learning about the wider world, for example as they explore books and stories. For instance they learn about the country where Handa lives and the different fruits which grow there. Learning is fun and brought to life by the childminder as she organises creative activities and the children dress in ethnic costumes to recreate 'Handa's surprise'. They enjoy exploring the different fruits Handa collects on her journey as they re-enact and place them in their own basket. Whilst collecting the exotic fruits, children use their senses to touch, smell and see how different each piece is. They develop their vocabulary as they use different describing words during their games. For example, when exploring the exotic fruits they talk about them being soft and squidgy or smooth. They notice the shape of each one, smooth round oranges, rounded bumpy guava, pimply passion fruit and the tall spiky pineapple. Children also demonstrate their understanding of number and simple addition as they add up the number of fruits they have in their basket, one to seven. They also talk about the number of different animals who take the fruit from Handa's basket as she carries it on her head. Children move around the childminder's home with care. They negotiate pathways and each other and put toys away when they have finished playing, helping to keep their play space safe. Children enjoy playing outside and trips out and about where they can join in more strenuous activities than is possible indoors. They are confident communicators, talking to the childminder and each other about the things they like to do. Children enjoy singing simple songs from memory, such as, their washing hands and fire evacuation songs.

Children demonstrate an exceptional understanding of the importance of following good personal hygiene routines. They are fully involved in learning about healthy eating and clearly make healthy choices at snack and meal times. They also learn to keep themselves safe, for example as they take appropriate risks, under the childminder's watchful eye, cutting up and peeling exotic fruit for their snack. They have ownership of their health and well-being and demonstrate they are well informed about healthy living. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others safety. All children show a strong sense of security and feel safe in the childminder's home.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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