

## Inspection report for early years provision

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<b>Unique reference number</b>	300693
<b>Inspection date</b>	15/02/2011
<b>Inspector</b>	Liz Grocott
<b>Type of setting</b>	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.

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 2001. She lives with her husband and their three children, aged 18, 16 and 14 years, in a village to the north west of Sheffield. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding. There is a fully enclosed outdoor play area to the rear of the property. Contingency plans are in place to call on another registered childminder in the event of an emergency or sickness.

The childminder is registered to care for 6 children under eight years at any one time, and is currently minding 24 children on a part time basis, of whom, 10 are in the Early Years Foundation Stage. Children are taken to and collected from local schools and preschools. The childminder is a qualified primary school teacher. She is also a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. The childminder is a member of the National Childminding Association and is supported by the local authority early years team. The family have several pets including a dog, two rabbits a chinchilla and three breeding sugar gliders.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time with the extremely talented and enthusiastic childminder. Her understanding of the Early Years Foundation Stage is excellent and children make exemplary progress in their learning and development. They are highly motivated and interested in a broad range of activities and take responsibility for choosing what they do. Inclusion is firmly embedded in everything the childminder does. Highly effective systems for reflecting on her practice ensure the childminder is aware of her strengths and areas for development.

## **What steps need to be taken to improve provision further?**

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

- developing outdoor play equipment to encourage children under three.

## **The effectiveness of leadership and management of the early years provision**

The childminder is fully aware of her responsibilities and keeps her child protection knowledge up-to-date through attending training. Children's safety is prioritised as

the childminder fully understands her role to ensure they are well protected and remain safe while in her care. A clear written policy is in place outlining the steps to take in the event of any concerns, this is shared with parents. All adults in the home have undergone Criminal Records Bureau checks to ensure their suitability to be around children. The childminder ensures that children are safe in her home and garden as a thorough risk assessment identifies potential hazards. Children are taught to keep themselves safe by being involved in thinking about risks, such as 'how many children playing on the trampoline is safe?' They regularly practise evacuating the home so they are well prepared should a real emergency arise.

Ongoing professional development is used to improve outcomes for children. For example, Safeguarding training and Forest School. The childminder recognises the importance of reflection and uses the Ofsted self-evaluation form to good effect. She has a clear action plan in place for her future development and training. The childminder has successfully addressed the recommendations made at her last inspection. Full risk assessment ensures all areas are safe and parents are fully involved in their child's learning. Children develop an excellent understanding of others as the childminder provides a wealth of resources, activities and enjoyable experiences for them. For example, celebrating Holi, trying Chinese food at New Year and numerous artefacts around the home, such as a Nepalese violin.

Parents are well informed about the time their child spends with the childminder. Daily sheets are displayed which show photos of the children at 'work' enjoying their learning. Meticulously kept folders detail the story of the journey with the childminder. Records and policies are updated and shared regularly. Parent's views are sought through questionnaires. The childminder demonstrates she values their input by using some suggestions they make. For example, upon receiving a recent grant the childminder asks parents their views on how money should be spent. They suggest a piece of play equipment in the garden that will challenge more able children's climbing and large muscle development. The childminder takes the suggestion and makes it a reality. Parents also suggest a morning where they can listen to children singing new songs they have learned. The childminder makes it into a coffee and mince pie morning. Children perform and parents are given booklets with the songs in so they can continue singing at home with their children. Parents are absolutely delighted with the service provided. They particularly comment on 'the highest possible standards' the childminder has, the 'homely atmosphere', the 'wide range of activities children are involved in' and the 'welcoming, caring and knowledgeable childminder'.

The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She has ongoing dialogue with local preschools that children attend to maintain links and encourage supportive working.

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

The childminder has a wealth of knowledge about how best children learn and is really 'in tune' with the children she cares for, ensuring she narrows the achievement gap. Beautifully presented folders detail children's achievements and sometimes outstanding progress across the six areas of learning. Taking her lead from the children she plans a varied and flexible day for them. They are actively encouraged to use their imagination as they pretend to go on a trip to 'Lego land'. The childminder supplements their play occasionally with suggestions. For instance, 'Do you need a map to get there?' The children settle down to making maps deciding whether they will be square, rectangular or round, encouraging them to think about shape. Children's number skills are excellent. The childminder uses different methods of learning for different children. For instance, 100 pennies on the table formed into a solid square encourages one child to start to count the rows. Counting plates, knives and cups placed on the table ready for snack time also helps children to learn about number.

Most children are able to recognise and some write the letters in their names. They are encouraged to mark their own work by 'writing' their name on it. The childminder enthralls them with stories of 'The Sleeping Beauty', plays music from 'Peter and the wolf' and tells how her wood burning stove contains a dragon who eats the wood she puts in. They learn in a meaningful way by visiting the local woods, making dens, looking at trees and learning about the characteristics of different species. They look for spider webs and then try to recreate the web using thread and card. Children thoroughly enjoy making music using a range of instruments. They beat out rhythms using drums and tambourines and march around the room with rainmakers, recorders and xylophones. They use the 'song cube' to guess the songs and then sing them with enthusiasm.

Children only watch selected television and a favourite is 'I can cook'. They watch this each week with the childminder and then make the featured meal for their tea. Parents are delighted with this and admit it is widening their children's interest in food as they are more interested in eating what they have prepared. They shop for bright fruits and vegetables with the childminder to make a rainbow pizza. Children's physical health is well promoted as play outdoors is regular throughout the year in all weather. The childminder provides the necessary clothing to enable this. She talks to children about why the dog must not be given sweet things as she can't brush her teeth and they will go bad. This leads to a discussion about their own teeth and caring for them. The childminder discusses the dangers of sun on their skin and supervises them putting their own cream on.

Policies and procedures ensure children's good health is maintained. They have individual towels and flannels minimising the risk of cross infection. Children's understanding of hygiene is suitably enhanced as the childminder encourages them to hand wash after touching the animals, blowing their noses and before eating. Children thoroughly enjoy the social occasion of snack time, becoming self sufficient in pouring their own milk and cutting their own fruit with small 'safe' knives. They chat in a relaxed manner with the childminder and recall past events

like trips out to the park to hunt a dragon.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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