

Inspection report for early years provision

Unique reference number	EY255081
Inspection date	09/02/2011
Inspector	Carly Mooney
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. She lives with her husband and children aged 14, 10 and one-year-old in Tallington, near Stamford, Lincolnshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two pet dogs, a rabbit, guinea pig and goldfish.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She also has conditions that allow her to care for three children under five, of whom two may be under one year for certain children. There are currently seven children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and a peer support for other childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are highly valued and their individuality clearly respected and celebrated. The childminder creates a very warm and homely environment which effectively supports all children's welfare needs and ensures they are extremely happy and comfortable in her care. Children participate in an exemplary range of activities which allows them to make excellent progress overall in their learning. The childminder is effectively trained and experienced in observing and assessing children's skills and as a result clear records of children's achievements are kept. Strong, relationships have been formed with all children and their families which effectively supports their well-being. Clear procedures for self-evaluation are embedded and the childminder demonstrates a firm commitment to continually improving outcomes for children.

What steps need to be taken to improve provision further?

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

- extending play opportunities in the outdoor area to further enhance children's development across the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of safeguarding issues, gained through years of experience in childcare. An effective safeguarding policy is shared with parents and the childminder is clear how she would report concerns. Risk assessments are thorough and ensure children can play in a safe and secure environment. Further precautions are taken by the childminder as she regularly checks her smoke alarms and uses a temperature probe for food before serving meals to children. The childminder has a clear range of written policies and procedures which effectively underpin her excellent practice and fully promote children's health, safety and welfare. These are clearly understood and shared with parents. Alongside these the childminder shares any relevant information with parents regarding childcare issues to support children's welfare at home.

The childminder's home is very warm and inviting. This creates an environment which helps to children to settle easily and feel secure whilst in her care. However, the childminder goes to extra lengths to help children settle, for example, providing scarves for babies that they can touch and smell which carry their mothers scent. Photographs of children and pictures they have created are displayed within the home, giving children a true sense of belonging. Available play space is organised with great effect to support children's maximum developmental potential whilst maintaining a real homely feel. They easily access a number of toys and resources which are age-appropriate and stimulate them. Children are able to effectively gain an understanding of diversity and an appreciation of other people subtly through their play, discussions with the childminder and the variety of resources provided. Children regularly celebrate different cultures and festivals, for example, Chinese New year.

The childminder works very closely with parents to ensure continuity of care and consistent learning experiences. Strong relationships have formed which benefits the children's time at the setting. Written plans of activities and daily diaries are shared with parents to ensure they are very well informed about their child's day and the progress they are making. Records of children's development are regularly shared with parents who comment positively about their child's achievements. Parents share their views about the childminder's services and care provided to their child through regular questionnaires. Secure partnerships have been established with other local providers the children attend. Regular exchanges of information take place about the children to support their achievements and well-being well across each setting.

The childminder is strongly committed to maintaining continuous improvement. She is constantly updating her knowledge of childcare through attending a variety of training courses, such as, fun on the floor and holistic development. The childminder then fully integrates the knowledge she has gained into her practice, which improves outcomes for children. Effective systems for self-evaluation have been established which allow her to monitor and evaluate her practice on a regular basis. She shares her understanding and experiences with others as she is a

childminder peer support and peer practitioner, supporting children and their families.

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

Children in the childminder's care are highly respected as individuals. She displays a very loving and caring nature which has helped to develop strong bonds with all children. Babies follow her with their eyes as she moves around the room and interact happily through smiles and cooing noises when she talks to them. Children experience a fantastic variety of play opportunities which enable them to make very good progress through all areas of development. The childminder has years of experience of teaching children through play and provides stimulating age-appropriate experiences to enhance their learning. For example, children enjoy a planned activity to promote the development of their senses. A number of boxes and bags provided contain different objects, materials and smells for children to see, touch and smell, including shredded paper, feathers and bubble wrap. Young babies excitedly grab different types of paper and foil, listening to the sounds it makes as they scrunch it in their hands. Observation and assessment records provide a very accurate account of children's development. Observations are clearly linked to the early learning goals, with meaningful next steps identified which aids the childminder in helping to plan individually for children's developmental needs.

The childminder supports children's early communication skills through constantly talking to young children and allowing them time to respond. Books are easily available and the childminder often uses story sacks to visually bring a story to life or uses her story dome to make up new ones. Young children have great opportunities for exploratory play with resources, such as, a treasure basket which includes silk purses of lavender and dried orange peel. Real fruit and vegetables in their role play help children to gain knowledge of real life experiences. Children spend quality time in the fresh air on a daily basis and take regular trips to good local parks. The garden is well resourced to develop children's physical and imaginative development. However, the childminder has identified that she wishes to further develop her garden to enhance children's learning experiences across the six areas of development.

Children's health, safety and welfare are promoted to a high standard. Children feel safe and are well cared for by the childminder. Their safety is a priority both within the home and on outings and they participate in regular practises that help keep them safe, such as, fire drills. All documentation which safeguards children's health is maintained to a high standard and a valid first aid qualification allows the childminder to effectively deal with minor injuries. Parents provide foods but are encouraged to provide healthy options. Babies are regularly offered water to keep them hydrated. Children are taught the importance of maintaining their own health and hygiene and are provided with paper towels to dry their hands, which prevent the spread of infection. Children receive constant praise and encouragement including physical actions such as clapping hands and smiling for babies to build up their confidence and self-esteem.

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
--	-----