

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365825
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Mary Daniel

<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.

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## **Description of the childminding**

The childminder has been registered since December 2007. She lives with her husband and three children aged 16, 12 and five years, in a semi-detached house situated in the town of Gillingham, Dorset. Minded children have use of a kitchen/diner, living room and playroom downstairs, and there are two bedrooms for sleeping, and bathroom and toilet facilities upstairs. There is an enclosed garden at the back of the house.

Ofsted have registered the childminder on the Early Year Register and both parts of the Childcare Register to care for a maximum of five children aged under eight years, of whom no more than three may be in the early years age group. There are currently 14 children on roll, of whom 10 are in the early years age group. When working with an assistant the childminder may care for a maximum of seven children, of whom six may be in the early years age group. The childminder has a National Vocational Qualification 4 (NVQ) in early years practice and is currently completing an early years foundation degree. She is a member of the National Childminding Association (NCMA) and an accredited childminding network.

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

Overall the quality of the provision is outstanding.

Children are very much welcomed and valued by the childminder, who is a knowledgeable and experienced practitioner with a very thorough awareness of the Early Years Foundation Stage, and who consequently supports their welfare, learning and development exceptionally well. Extremely positive and strong relationships are formed with children's parents, which effectively promotes continuity for children and the childminder clearly recognizes the uniqueness of each child and family and respects their individual needs. The childminder's strong commitment to maintain continuous improvement is evident through the ongoing evaluation systems implemented and these are effective in promoting further development in most aspects of the provision.

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

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

- develop further the use of planning for everyday routine activities, such as snacktime, to maximise children's learning opportunities.

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

Children's welfare is extremely well emphasised and the childminder is proactive in promoting effective safeguarding systems. She continues to attend relevant training to keep updated on current procedures and implements very well organized operational procedures, which are regularly reviewed to ensure each child is kept safe from harm. All aspects of the provision are thoroughly assessed for any risk, for example each play activity is reviewed for safety according to each child's stage of ability. Any identified risks are effectively monitored to ensure they are promptly and suitably addressed, which effectively minimizes accidents. Toys and resources are of high quality and are used innovatively to support children's individual care and learning needs. For example, laminated pictures and small toys relating to each song children like are used in singing sessions to enhance their participation, interest and communication skills. Children can easily self-select age appropriate toys and resources both in and outdoors. For instance, the large Wendy house in the garden has a well resourced home play area with a toy kitchen, play food and dressing up clothes. There is also a comfy book area with soft cushions, an upper level with dolls, cots and blankets and has its own heating and lighting so children can play out here in all weathers. Good use is made of sustainable resources, such as the different wooden shapes and logs in the garden, to encourage children's imagination and learning.

Children's individuality is extremely well respected and is considered within all activities to promote inclusion and ensure each child can comfortably participate at their level of ability. Positive language is carefully used to encourage all children in learning about the needs of others and festivals celebrated. For instance, they sample noodles and lychees as part of an activity relating to Chinese New Year. Extremely positive relationships are formed with parents, and this contributes to children feeling very settled and relaxed in the childminder's care. Parents say their child makes 'fantastic progress' and they are 'very happy' with the service provided, feeling that their child 'loves going to the childminder'. Emphasis is given to ensure parents feel fully involved in the care and learning provided for their child and this ongoing liaison significantly enhances the planning of appropriate play activities. The childminder is committed to providing high quality care for her minded children and is actively reflective of her practice. She is proactive in encouraging partnerships with other settings children attend and provides clear channels of communication to promote continuity in their learning and development. Excellent use is made of her contact with other providers and agencies involved in children's care to help her review and monitor the effectiveness of the provision. Consequently, continual improvements are made to promote positive outcomes for children.

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

Children are extremely confident and enthusiastic learners and achieve and enjoy in their play at a high level as the childminder is very skilled at recognizing their individual interests and abilities. For example, all children enjoy the story of the 'Gruffalo' and related activities are planned, such as making a junk model or reciting the story in their own way. Planning is continually reviewed and updated for effectiveness and provides a wide range of purposeful and stimulating play experiences. These support children's development extremely well, although the learning opportunities within some everyday routine activities are not always maximized. Detailed ongoing assessments are maintained and shared with parents and other providers children attend, which is highly effective in supporting their consistent progression and the childminder clearly understands the next steps that will consolidate or extend children's current skills.

Children love their messy play and become absorbed mixing paints together or making patterns and shapes as they push their fingers through the bright pink cornflour and cold spaghetti mixture. This encourages their exploration of colour and texture and also effectively promotes their early mark making skills. Simple mathematical concepts are naturally promoted, for example as children count out pieces of fruit at snack time or as they fill and empty the different containers in the sand pit. Children benefit from the excellent interaction given by the childminder who is skilled in extending their communication skills and learning opportunities through her highly effective questioning. For example, as she asks 'How could we make this work?' or 'Which screwdriver do we need to get the battery out?' Emphasis is given on helping children develop the independence and confidence to think for themselves and start to solve simple practical problems and to try out new experiences, which promotes their future skills very well. Consequently, children are very well supported in reaching their full potential and develop well adjusted all round personalities.

Frequent outings and visits, such as to local children's groups and parks, are highly effective in promoting their social skills and provide a broad range of exciting experiences, which enhance their awareness of their community and natural world. For example, they go to a local museum where they see exhibits such as armoured helmets or an old style fire engine. They go for nature walks in the woods, where they have great fun splashing in muddy puddles or as they look for the homes of 'Eeyore' or the 'Gruffalo' and sometimes find mouse holes instead. Children like to use their own picture risk assessment charts to mark off what might be harmful and what is safe. For example, they know the stair gate and washing machine door should be kept shut. Clear boundaries are maintained for outings and children know they must look and listen for cars and only cross the road when the 'green man' is showing and the road is clear. Consequently, children develop a high level of understanding about keeping themselves safe from harm. Emphasis is given on keeping children healthy and fit and they talk about foods that are good for them and sometimes visit a local greengrocer to see the lovely variety of fruit and vegetables on sale. Children have excellent opportunities to develop their physical abilities, for instance at a nearby gym where they stretch

themselves and learn to balance carefully on a beam or enthusiastically use up their energy jumping on the trampoline. As a result, children are very well supported in developing their large muscle movements and physical coordination through enjoyable, stimulating activities. Children are extremely well encouraged in developing very good hygiene routines and know these help them get rid of germs. For instance, they learn to cover their mouth when they cough, or use tissues to blow their noses and remove their outdoor shoes after playing in the garden. Children behave exceptionally well and start to use good manners naturally saying please and thank you and asking before getting down from the table. They are praised often and their acts of spontaneous kindness are reflected upon their 'friendship circle' poster of colourful painted hands. Children benefit from the calm, reassuring approach given by the childminder who gives gentle guidance to help them make appropriate decisions to avoid unwanted conflict. As a result, children develop positive self esteem and play harmoniously together, building firm and friendly relationships with their peers and others.

## 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

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