

Inspection report for early years provision

Unique reference number	100851
Inspection date	01/03/2011
Inspector	Angela Cole

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 2000. She lives with her husband and their two children aged 15 and 11 years in a three-bedroom, semi-detached house in the Quedgeley area of Gloucester. The whole of the house is registered for minding and children play on the ground floor. There is an enclosed rear garden available for children's outdoor play with paving and artificial grass. The family has a cat as a pet. Local amenities include shops, a library, a playgroup and a school.

The childminder's husband is registered as an assistant. She is registered to care for six children at any one time, including three 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 to offer childcare before, during and after school and in school holidays.

There are currently seven children on roll aged between nine months and three years on a part-time basis. The childminder also cares for older children and children over eight years of age.

The childminder is a member of the National Childminding Association. She holds level 3 qualifications in Childminding Practice and in Early Years Care and Education. The childminder is accredited and is currently in receipt of funding for early education for three and four year olds. She is working towards the Bristol Standard Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is a highly enthusiastic and caring person who is exceptionally well organised and nurtures each child so that they are fully included, feel safe and thrive in her care. Overall, she implements policies and procedures that foster children's welfare effectively and her practice successfully ensures highly positive outcomes for the children. Most aspects of partnerships with parents are highly developed so that they are fully involved in the children's care and learning. The committed childminder has an ambitious vision for her provision and continuously evaluates her practice to maintain high quality care.

What steps need to be taken to improve provision further?

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

- increasing the regularity of fire drills to enhance children's understanding of how to respond
- enhancing children's excellent progress towards the early learning goals by

obtaining more information from new parents about the children's learning in all areas.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding arrangements are in place and the childminder has a very clear understanding of the issues which ensures that a child at risk would be identified and protected promptly. Checks for all adults living on the premises have been completed and close supervision adds to children's safety. Children's well-being is given a high priority and the premises are safe and secure. A comprehensive risk assessment programme is implemented to minimise hazards; this well covers procedures for emergency drills and practices that are recorded in detail, though the regularity varies. Everyday routines and good planning help children to learn to keep themselves safe.

The environment is particularly well planned in order to meet children's needs. Very good use of the available spaces means that children have room to move around freely, rest undisturbed if they wish, and have independent access to the high quality equipment and resources. The childminder has established complimentary indoor and outdoor learning environments which ensure that children have outstanding opportunities to build on their development in all areas of learning.

There is excellent regard to equality of opportunity and diversity so that each child's needs receive a high level of consideration. Partnership working is firmly embedded in the childminder's practice. Regular liaison with other settings attended by children means that she is very well informed and able to plan particularly well for each child so they benefit from a cohesive and consistent approach. New parents give detailed, general information about the children and there is very effective sharing of information with parents, for example, through comprehensive diaries and learning records.

The childminder's high aspirations for the provision are reflected in her drive for continual improvement. The recommendation from the previous inspection has been fully implemented to support children's learning in the Early Years Foundation Stage. Strong strategies for self-evaluation take excellent account of the views of parents, children and other professionals. A clear commitment to further training and the positive action taken to address areas for improvement bring about sustained improvement to the quality of the provision.

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

Children make outstanding progress in their learning and development. This is because the childminder takes care to identify individual needs and interests and use these most effectively to plan activities that interest, stimulate and equip

children with skills for the future. A very strong interest in the children ensures that the childminder knows them and their families well. This, along with a very detailed programme of observation, means that children's progress is carefully monitored and their achievements consistently recognised and acknowledged. Children's progress is very good in all areas of learning, and particularly high in communication, language and literacy. This is because they relax in the outdoor space and are fully encouraged to think and communicate their ideas through the skilful childminder's open questions and comments. For example, young children are enthusiastic about their roles as 'knights' in their 'castle den', confidently practise early writing skills as they 'paint' the fence and become engrossed in books of their own choosing.

The children feel very safe and secure in the childminder's care because of the excellent relationships formed. They develop a high level of understanding of how to keep themselves safe as they listen to clear explanations from the childminder and experience small risks in controlled circumstances. For example, they use tools correctly and negotiate rougher ground at the childminder's allotment and take care when crossing roads and feeding water birds. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air whatever the weather and understanding the reasons for their hygiene routines. They help to grow, harvest and prepare many fruits and vegetables and make healthy food choices at mealtimes.

Children enjoy strong links with the local community, visiting children's amenities and the library and walking to the nearby shops and park. They develop a very good understanding of, and respect for, the lifestyles of others as they make use of a wealth of resources and activities that promote diversity. They demonstrate very caring attitudes as older children frequently support younger ones and include them in their imaginative play. The high expectations of the childminder and the clear boundaries set mean that children behave very well and spontaneously use good manners. They are confident, inquisitive and enthusiastic because the provision effectively meets their needs and provides high levels of interest and enjoyment.

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
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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