

Inspection report for early years provision

Unique reference number	EY358177
Inspection date	01/03/2011
Inspector	Lynn Smith
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.

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 2007. She lives with her husband and one adult child in Ipswich. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four 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. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association. The childminder is an accredited childminder who provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is extremely effective in its delivery of the Early Years Foundation stage. The childminder has exemplary procedures in place to enable her to effectively meet the individual needs of all of the children in her care. She talks passionately about childminding and her responsibilities to the families in her care. Children enthusiastically participate in an extensive range of activities which help them to make excellent progress across all six areas of learning. The childminder has an effective system in place for reviewing and evaluating her setting to enable her to further develop her provision and to identify any areas for improvement.

What steps need to be taken to improve provision further?

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

- update the complaints procedure to include the correct telephone number for Ofsted.

The effectiveness of leadership and management of the early years provision

Children are extremely well-safeguarded as the childminder demonstrates secure knowledge of current safeguarding procedures and her responsibilities with regards to protecting the children in her care. She has clear and well-presented written policies in place which support her practices and are effectively shared with parents. All adults living on the premises or having regular contact with minded children have been appropriately checked and proof of their suitability is held on file. The childminder's home and garden offer safe and secure play opportunities to children as she conducts regular and effective risk assessments of the premises.

The childminder demonstrates her commitment to embedding ambition and driving improvement through her proactive approach to childminding. She is resourceful and enthusiastic and prepared to try new practices and offer children fun and stimulating experiences. She seeks feedback from parents and children verbally and also in writing and uses the information they share with her to further inform her self-evaluation processes.

The effective presentation of toys and play equipment enables children to make choices over their learning experiences. The childminder is actively on hand at all times to encourage the children, to facilitate their ideas and to support their learning. She demonstrates a firm commitment to further developing her childcare knowledge through training and day courses. The childminder has excellent links with other registered childminders and professionals connected with the local Children's Centre. All children are valued and respected through the childminder's expert policies and practices relating to equality and diversity. She demonstrates superb understanding of the children's home backgrounds, their differing family structures and their individual interests and likes.

The childminder engages effectively with parents, enabling them to play an active role in her provision and in the welfare and learning aspects of their children's lives. She is open and approachable and firmly committed to supporting the whole family and not just the children she cares for. Parents providing written comments for this inspection are extremely complimentary of the childminder's professional approach towards their children, her caring personality and the extent to which their children participate in exciting, stimulating and effective learning experiences. The childminder has superb links with other agencies and works very closely with professionals with connections to individual children's lives and requirements.

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

Children's welfare, learning and development needs are met to an extremely high standard through the childminder's effective policies, practices and procedures. She is committed to providing children with a safe and well-organised environment

in which to play and learn. Children excitedly access the interesting selection of toys and play materials available to them. They chat confidently to the childminder and share real and imaginary conversations with her. They make excellent choices over their play and learning, for example, they participate in a spontaneous painting activity facilitated by the childminder following the children's interests. They paint pictures for all of their family and benefit from the added stimulation of the additional resources the childminder provides for them, such as, tin foil and paper plates. They ask to play games and enjoy the one to one interaction they receive from the childminder. They are able to adapt the games to invent play opportunities of their choice, for example, wooden blocks become housing for the farm animals as an intricate farm yard is developed. This creates excellent opportunities for the childminder to extend their thinking by talking about the plastic farm animals they are using as well as the ones they will be seeing when they visit a real local farm later in the day. The childminder has an extensive system in place for observing, recording and assessing children's progress. She evaluates all activities and uses her observations to plan effectively for children's next steps in learning. Children's well-presented learning journeys are regularly shared with the children's parents to enable them to play an active role in their children's future development.

Children are and feel very safe within the childminder's home. She ensures that they are well-settled and comfortable by constantly reassuring them and offering them cuddles. Children wander freely around the areas of the childminder's home accessible to them. They show no concern about a stranger being present and continue to hold lively conversations with the childminder. Children learn about the importance of keeping healthy as they follow the childminder's excellent procedures. They are fit and active and thoroughly enjoy outdoor experiences in the childminder's garden and when they visit local parks and play grounds. They are provided with very healthy snacks and meals and understand that it is important to drink plenty of fluids. Children develop excellent knowledge about healthy habits, such as, hand washing as the childminder displays relevant posters and gently reminds them to wash their hands after using the toilet and before meals.

Children's confidence and self-esteem is expertly promoted through the childminder's constant praise and reassurance. They are encouraged to feel like an active member of the childminder's family as she promotes a warm and welcoming, home from home environment. Children have superb opportunities to learn about their local environment, nature and the wider world as the childminder enables them to participate in an extremely exciting range of activities outside of her home as well as those she provides indoors. The superb selection of resources and appropriate activities enable children to develop excellent skills for the future.

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