

Inspection report for early years provision

Unique reference number	161812
Inspection date	04/03/2011
Inspector	Charlotte Jenkin
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 lives with her husband and two grown up children in a four bedroom house situated in a quiet cul-de-sac in Corsham. The minded children have access to all downstairs areas of the house and an upstairs bedroom for sleeping. There is an enclosed rear garden for outdoor play and the childminder also uses the local facilities including the toddler group, park and Sports Centre. The childminder has been registered since 1997 and has gained the Developing Childminding Practice qualification, she is a member of the local Childminding Network. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years, of whom three may be in the early years age range. She is currently caring for five children in the early years age range. She also works with an assistant at times. The family have one pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have their individual needs effectively met by a highly skilled and experienced childminder who knows them extremely well. Children's welfare is fully promoted and they make excellent progress in their learning and development. Children's welfare and learning is consistently supported through the fully established partnership with parents. The childminder regularly reflects on her provision and is enthusiastic in implementing new ideas into her practice. This demonstrates her full 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:

- develop further planning for next steps in children's learning based on their current and individual interests
- refine the system for promoting children's independence at all ages and abilities, in initiating their own play without compromising their play space.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully promoted by a childminder who has a thorough knowledge and understanding of child protection issues and the procedures to follow in the event of concerns. Detailed risk assessments for indoors, outdoors and outings are carried out, as well as thorough daily checks on the premises and

garden. These ensure all household members are aware of the need to identify and remove potential hazards to the children, enabling the children to move around the premises freely and play in safety. The childminder has an effective fire evacuation procedure in place and copies of this are located at every fire exit in order that it can be easily collected in the event of an emergency. Thus, children's safety is fully promoted in the provision. The childminder has ensured all adults living in the household have undergone vetting checks, and her assistant has appropriate qualifications to be in sole charge of children.

Children play in a well organised and child friendly environment. They have access to a wide range of interesting and stimulating toys and equipment that are stored at low level. This helps children develop confidence in initiating their own play. However, effective systems are not yet fully established to ensure all children, regardless of age and ability, are able to choose the toys they wish to play with independently without compromising the play space available. Displays of the children's art work and photographs of them engaged in activities are around to welcome the children into the provision. The childminder has an in-depth knowledge of the children in her care and all children are valued and included, which helps them develop high levels of self-esteem. They have access to a good variety of resources that promote positive images of diversity in their daily play, helping them develop respect for others.

Children benefit from the extremely strong relationship the childminder has with parents. Detailed information is shared daily regarding children's routines and this ensures they are cared for in line with parents' wishes. The childminder exchanges information with parents regarding children's learning and development and children's achievements outside of the provision are shared verbally. She offers children activities linked to those they participate in at home with their parents, offering a complementary approach to their development. This aids consistency for supporting children's learning and development. Parents state that they are extremely happy with the care their children receive. The childminder has established strong relationships with other early years providers. This ensures a collaborative approach to promoting children's next steps in their learning.

The childminder has reflected on her practice and identified clear areas for improvement. She has booked on training to improve her knowledge of the different forms of communication to aid younger children's development and has plans to develop opportunities for growing more fruit and vegetables in the garden. The childminder continues to attend training and this offers her the enthusiasm to implement new ideas into her daily practice. She demonstrates a high commitment to making ongoing improvements to outcomes for children.

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

Children appear happy, extremely confident and at ease in the childminder's care. They actively engage in their play and are keen to join in planned activities and initiate their own play. Children talk excitedly about their favourite activities,

including digging in the garden, watering the plants and feeding the birds. They enjoy painting and sticking and creating their own art work. Children use their imagination well as they engage in role play, feeding the babies, cooking food and taking money at the till. They develop a love of books as they crawl through the tunnel to the book area and sit together turning the pages and talking about the pictures. The childminder supports the children extremely well during their play as she skilfully introduces new words and encourages them to solve simple problems. For example, she talks about how old they are and how old they will be next Birthday and encourages them to think about how they may put the tape in the tape recorder correctly. Children have frequent outings, including toddler groups, parks and the local garden centre. Here they socialise with other children and become familiar with their local community. All of these experiences help them develop excellent skills for the future.

Children have access to a wide range of adult led and child initiated activities both indoors and out, that help them make very good progress towards the early learning goals. They have access to the garden in all weather and this offers them learning experiences on a larger scale in all six areas of learning. The childminder has a thorough knowledge of the individual children in her care, their abilities and their interests. She records their achievements and assesses their progress in each of the six areas of learning. However, the system for linking children's individual interests to the planning of their next steps is not yet fully established.

Children demonstrate an excellent relationship with the childminder. They readily approach her to request toys and activities and to engage in conversations, which the childminder quickly responds to. They demonstrate security in the setting and high levels of self-esteem through their confidence in interacting with the childminder and their peers. They know the rules they need to adhere to in order to keep themselves safe and have opportunities to learn about people in the community who help them, including local police officers. Children are confident in their personal hygiene, independently wiping their faces after eating and washing their hands after using the toilet. They demonstrate a positive attitude towards fresh air and exercise, jumping up and down excitedly when getting ready to go out in the garden. They put on music and dance around the living room together and enjoy eating a range of nutritious snacks. The childminder is an excellent role model to the children and is calm and consistent in her manner with regard to her behaviour management techniques. Children play together co-operatively, they share and take turns and their behaviour is exemplary.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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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