

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Elaine Douglas
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 2007. She lives with her husband and four children aged 13, 10, eight and six years. They live in a Bungalow, with a converted roof, in Taunton, close to shops, parks, schools and public transport links. All areas of the property are used for childminding and the large conservatory is used as a dedicated play room. Toilet facilities are accessed on both floors. There is a fully enclosed garden for outside play. The family has four gerbils.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding seven children in this age group, all part time. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder drives to the local school to take and collect children. She holds a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent awareness of the Early Years Foundation Stage and implements it successfully to provide outstanding outcomes for children. Her highly stimulating and welcoming environment, and excellent interaction, ensures that each child makes rapid progress. Positive partnerships impact on an exceptionally well developed knowledge of each child's needs. This ensures their welfare is very effectively met, in an inclusive provision. A comprehensive awareness of safeguarding issues ensures children remain safe and secure at all times. The childminder constantly seeks to build on her excellent provision and demonstrates a high commitment to continuous improvement. Self-evaluation identifies her own development and most actions for improvement have been implemented.

What steps need to be taken to improve provision further?

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

- implementing the action plan to increase children's opportunities to move freely between inside and outside to further support different learning styles.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given the highest priority. Constant supervision and excellent risk assessments ensure appropriate measures are taken to minimise risks, while challenging children's development and promoting independence. For example, children are able to use swings and the climbing frame but the large trampoline has been moved to a fenced off area because the safety net needs to be repaired. Excellent procedures are in place to keep children safe on outings. For example, the childminder carries emergency information for both the children and herself. Well documented information helps to safeguard children and an extensive range of policies and procedures are shared with parents. Children's attendance is accurately recorded and the childminder has a master copy to ensure conditions of registration are adhered to. The childminder has a very good knowledge of child protection issues and appropriate guidance. She has recently updated her first aid qualification and keeps thorough records of any accidents or medication required.

The excellent organisation of the childminder's home provides an enabling environment, which promotes active learning and reflects each child's background. Equipment and resources are of a high quality and are very effectively deployed to enable children to become independent learners. The large conservatory is permanently set up to provide a welcoming, highly stimulating environment. The childminder is highly effective in ensuring that all children are included, and that resources are accessible and promote each child's development. For example, a baby operates a technology toy and moves with excitement to the music, and older children act out familiar experiences with the wide range of role play equipment. The childminder regulates the temperature of the rooms and opens windows to let in fresh air, and children have daily opportunities to be outside and use the physical play equipment.

The extremely positive partnership with parents and other providers has a significant impact on the childminder's ability to meet each child's individual welfare and learning needs. Their written feedback demonstrates their confidence in her knowledge about their children and her implementation of the Early Years Foundation Stage. Parents receive extensive information on the provision and their child's development. Daily communication books keep parents well informed of their child's care and ensures daily needs are met. For example, the childminder is able to adapt routines, such as a baby needing an earlier sleep.

No recommendations were made at the last inspection, when the childminder was previously judged as outstanding. However, her driving ambition to provide high-quality childcare has led to continuous improvements. For example, since the implementation of the Early Years Foundation Stage she has attended training, regularly shared good practice with other practitioners and acted on advice from the local authority. As a result, outcomes for children are exceptionally high. Excellent use of self-evaluation accurately identifies her strengths and includes parents' contributions. Consequently, she has booked on to further training in safeguarding children, and set an action plan to increase children's opportunities to

free-flow between the inside and outside environments.

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

Children are extremely confident and settled in the childminder's home. She provides a positive role model and has high expectations, consequently children's behaviour is exemplary and they play together harmoniously. The childminder is sensitive to children's different needs and encourages the older children to be aware of visual signs from babies. For example, they recognise that the baby must be enjoying the strawberries because of their actions and noises. Stories are highly effectively used to promote discussions about keeping safe, making friends and other people's feelings. All children willingly help to take care of the environment, each other and animals. When it is time to tidy up even babies are encouraged to help put toys back into containers. Children's different backgrounds are valued and celebrated, ensuring children develop high self-esteem and a positive awareness of people's differences.

The childminder provides skilful interaction asking questions to challenge children's thinking such as 'how do you know that?' and 'what do we use that for?'. Her support enables children to become confident at problem-solving. For example, when they are unable to get the modelling dough out of the pot they use the rolling pin to bang the sides. Well developed planning is integral to children's progress. The childminder makes regular observations and identifies children's next stages in learning. This supports her in having a deep understanding of each child's development. For example, a game of Tag is planned outside in order to demonstrate changing directions and avoiding obstacles. Children are empowered to be as independent as possible and the childminder joins in with their initiated play. She makes suggestions to move their learning on and makes excellent use of the community to support children's learning, for example a trip to the fire station.

Children develop an excellent awareness of safe and healthy practices, through daily routines, play and planned activities. For example, one child gives their doll a drink and also helps themselves to the fresh drinking water available. When they come in from the garden they remove their boots, hang up their coats and wash their hands. Each child recognises their own towel, which helps to prevent cross contamination. Babies confidently move around furniture and resources, to explore and find out what toys can do. Older and more able children help to prepare their own snack and carefully use small knives, under supervision, to promote physical skills. Children enjoy a wide range of healthy snacks and home cooked meals, and are sensitively encouraged to try new foods. For example, one child says they do not like pear but when they try it they change their mind. Children learn to help keep themselves safe on outings and when using large play equipment.

The innovative use of technology and books engages children's enquiring minds and promotes their skills for the future. For example, children sort play food to match that eaten in the story of 'The Hungry Caterpillar', and use the book to check they are correct. The children select the healthy foods, chosen by the

caterpillar, to have for their snack. They recall the story and confidently describe the process of it turning into a butterfly. Older and more able children say that they need two more strawberries to have the same number as the caterpillar. Children of all abilities display great curiosity and are exceptional communicators.

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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