

Inspection report for early years provision

Unique reference number	313883
Inspection date	25/02/2011
Inspector	Julie Elliott
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 1997. She lives with her husband and children aged 19, 15, and five years in Hobson near Burnopfield. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take children to and collect them from local schools and pre-schools.

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 may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, some 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. She holds a childcare qualification at level 3. She is a member of the local childminding network and National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an excellent understanding of children's individual requirements to successfully promote their welfare. Children are safe, secure and happy in a welcoming, well-equipped and inclusive environment. The childminder is very enthusiastic in her approach and supports the children well, helping them make good progress in their development. Superb relationships with parents ensure the children's individual needs are valued and met. The childminder demonstrates a strong commitment to maintaining continuous improvement and has an accurate self-evaluation process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- strengthen the links between planning and assessment systems to clearly show how children's individual next steps are to be planned for, to offer continual challenge and extend their learning
- further improve links with other providers of the Early Years Foundation Stage that children attend to promote coherence of learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding and is suitably trained in child protection. Effective procedures for identifying children at risk of harm and liaising with the appropriate agencies are in place. Children's safety is

protected through the childminder's ability to identify and eliminate risks through the completion of risk assessments. Fire drills are practiced regularly, which ensures children understand what to do should they need to leave the premises. Children's records required for the safe and efficient management of the provision are in place and well managed. The childminder has implemented comprehensive policies and procedures to follow, and these are shared with parents.

The childminder values children as individuals and has an accurate understanding of their needs. Her constant enthusiasm ensures that children are motivated to learn, explore and play. This has a positive impact on the children being supported in their learning, development and welfare. As a result children thrive in this inspiring and motivating environment. The childminder is strongly committed to promotion of equality and diversity. A variety of toys and books which reflect positive images helps children build a positive understanding towards people who are different to themselves. Excellent use is made of space in the home and garden. Good quality resources and equipment are effectively organised to allow children independent access.

Strong and effective relationships with the parents are evident. Information is exchanged from the time a placement starts on a consistent basis to ensure parents are kept well informed of their child's progress. A variety of methods are used to keep parents informed, including written policies, a daily diary, compact disc, development records and questionnaires. Consequently, parents report that they are 'aware of goals set and children achieving their milestones' and their child's routine. Relationships with other providers of the Early Years Foundation Stage are being established and currently some information about children's development is shared to promote continuity.

The childminder is strongly committed to improvement and professional development. The recommendations from the previous inspection have been met which further improves the quality of the setting. The childminder holds a childcare qualification and attends further training such as food hygiene and sessions to extend skills in stories, actions and rhymes. She is able to identify the strengths, weaknesses and overall quality of her service. For example, she recognises that further development in assessing children's progress will enhance the current good outcomes for children.

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

The childminder establishes children's starting points and abilities. She uses this information and her knowledge of children's personal interests to plan a range of experiences to include the six areas of learning. As a result, children are motivated and interested as they concentrate on their chosen activities with relish and purpose. The highly successful interaction with the children by the childminder means that they are challenged to develop their skills and make good progress in their learning.

A range of balanced meals and snacks, such as home cooked stew, vegetables,

yoghurt and fruit, aid a healthy lifestyle. Children ask for drinks of water or diluted juice to quench their thirst. They demonstrate a superb awareness of the foods that are healthy for them. Games relating to a healthy lifestyle and baking activities enhance their knowledge and understanding in a significant way. Children are able to identify good food, for example broccoli, and food that should be eaten as a treat, for example cakes. They have regular opportunities to benefit from fresh air and exercise as play in the garden where they grow potatoes, go for walks to the lake and attend other group activities. Children have a good understanding of hygiene as they routinely wash their hands after using the bathroom and use tissues without prompting as they understand about germs.

Children are developing strong and positive relationships with the childminder and each other. They demonstrate exceptional confidence in their surroundings and display excellent self-esteem. Behaviour is exemplary as they habitually share, take turns and cooperate extremely well. Older children understand their routine and purposefully return items to the correct place when they are finished with the activity. They know that clear space means they are unlikely to trip or fall and have room to play. Younger children are encouraged and are fully involved in this process, which helps to promote their sense of belonging. The childminder's good practice and implementation of her written policies and procedure supports children's health, safety and security.

Children's skills in communication are extensively nurtured. The childminder is highly skilled when she introduces new words to their vocabulary and those they have learnt previously are used in a different scenario. This successfully embeds children's understanding of language. Children are thoroughly captivated as they listen to stories and are able to explain the next sequence of events in a well loved book. They are confident to ask what words mean, recall past events and predict future events in their own lives. There are good opportunities to problem solve as they learn about the concepts of 'age' when deciding who is the youngest, 'weight' when carrying objects and 'size' through the use of a tape measure. These practical experiences greatly assist children's understanding as they are relayed in a context that has meaning and relevance to them.

Planned outings increase their awareness of the wider community as they enjoy a boat trip and visit a children's farm where they enjoy playing on a child-sized tractor. Further opportunities to dress up, listen to Asian music, make masks, mark make in their own language and copy Chinese characters all positively contribute to a varied and inclusive environment.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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