

## Inspection report for early years provision

---

<b>Unique reference number</b>	252641
<b>Inspection date</b>	09/03/2011
<b>Inspector</b>	Diana Pidgeon
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1990. She lives with her husband and adult son in Mansfield Woodhouse, Nottinghamshire. The whole of the ground floor of the childminder's home is used for childminding purposes and there is a fully enclosed garden for outside play. The home is accessible to all as a portable ramp is available for wheelchair users.

The childminder is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years of age at any one time and currently has 10 children on roll. Of these, six are in the early years age group and two of them attend full-time school. The childminder takes and collects children from local schools.

The childminder holds an early years qualification and has achieved a recognised quality assurance award. She is an active member of the National Childminding Association and is on the regional committee. She also belongs to the Nottingham and County Childminding Association, is a member of the Nottinghamshire Childminding Network and mentors newly registered childminders.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder continues to build upon her previously acknowledged exemplary practice and provides an excellent standard of care and education for children. Highly effective partnerships with parents and other agencies ensure children's individual needs are expertly met and their safety is assured. Exceptional organisation of the educational programme ensures children enjoy rich, varied and challenging practical experiences, through which they learn very well. Equality and inclusion are at the heart of the provision and the childminder takes highly effective steps to help children learn about and understand the society in which they live. The childminder extends her knowledge through a commendable commitment to ongoing training and, combined with her effective use of reflective practice, this demonstrates a high capacity for further 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:

- continuing to draw on the full range of quality improvement tools to maintain and build upon the excellent standards already achieved.

## **The effectiveness of leadership and management of the early years provision**

The childminder has an exceptional commitment to the service she provides and constantly strives to make improvements. Her well-considered arrangements for promoting safety ensure risks are managed effectively and that children learn how to keep themselves safe. Clear and effective records are held and used expertly to underpin children's safety and promote their welfare. The childminder has well-considered plans in place to deal with emergency situations in the home and on outings, including being able to deal with any minor accidents that occur. The childminder has an excellent understanding of her responsibilities towards protecting children from abuse and neglect and has very clear guidance and procedures in place to enable her to take the appropriate action in the event of any concerns. She takes clear and effective steps to ensure children are always secure within her care and that any adults coming in to contact with the children are suitable to do so.

Extensive high quality resources are available and used effectively to promote children's learning. Items are well organised so that young and older children can make independent choices. Children undertake new experiences and extend their skills as they access a broad range of activities indoors and outdoors. For example, a baby pulls itself to a standing position in order to play with a slot in puzzle that is placed on a low table and is delighted with their achievement. Children's awareness of diversity is effectively promoted as they use an inspiring range of resources that introduce them to differences. Through stories and puppets, children learn to empathise with others and understand different needs.

The childminder shares comprehensive information with parents, which ensures they are well-informed about her practices. Close working partnerships that are tailored to meet each family's needs ensure parents are fully informed about their child's day, learning and progress. Children's diaries are totally personalised and an excellent use of regular photographs, along with notes about what children are learning, ensure parents are kept informed of their children's progress in an ongoing way. The childminder actively seeks parents' evaluations of her service and these commend the high standard she provides. The childminder plays an active role within childminding locally and regionally and has established strong links with other providers and professionals. She works collaboratively to ensure children's needs are met consistently and that any transitions for children are smooth.

The childminder demonstrates a highly effective approach to self-assessment by reflecting on her current practice and identifying aims for the future. She shows a high commitment to personal and professional development through attendance on short courses and undertaking training, for example, to be an early language lead practitioner. She uses the knowledge gained to enhance her practice effectively, as can be seen through children's excellent communication skills.

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

The childminder's extensive knowledge of child development and her effective implementation of the principles of the Early Years Foundation Stage lead to children having high quality learning experiences in the home and wider community. Children use an extensive range of inspiring toys and resources that enable them to follow their own ideas and interests. The play areas provide a wealth of opportunities, while retaining a homely feel that helps younger children feel secure. Children are clearly happy and settled in the childminder's care and have excellent relationships with her. She is skilled in adapting her interactions with children to ensure they are purposeful in enhancing children's learning. She gives children time to explore and solve problems for themselves, adapting activities to offer appropriate levels of challenge. For example, very young children sit happily placing one beaker inside another and by trial and error continue until all beakers are successfully nested. They show remarkable abilities to concentrate and clear joy when they succeed. Young children play with a selection of beautiful scarves and lengths of sparkly materials. They peer through these and play peek-a-boo with the childminder and reach out as the scarves float gently down when the childminder throws them. Children work towards their identified aims as they pull themselves to standing to play with puzzles and battery-operated toys. They also start to find their voices as they join in with the childminder as she sings simple rhymes to them and then repeat this independently as they play. Communication and social skills are given high priority and clearly develop rapidly among the children. Excellent use of puppets and story books really help children to explore feelings and understand others. Children's learning is expertly supported through the use of pertinent observations and assessments and clearly identified next steps for all children.

Children's behaviour is very good and their confidence and sense of security is promoted through cuddles and reassurance. The childminder ensures children are well-prepared for change and, in preparation for her inspection, had adapted a story to help children understand what was happening. Such practice ensures children's confidence is excellent for their age. The childminder involves children in lots of new experiences that enrich their lives. For example, children listen to music from around the world and learn how to use a wide range of technological equipment, such as, cameras, printers and laptops. Even young children are confident to use battery-operated toys and understand how these work. They are fascinated by lights and sounds as they explore what they do. There are many opportunities to write, draw and create, and very young children use water pens on a mat to make their first marks. Children learn to keep themselves safe within daily routines, for example, by practising road safety when out and taking part in regular evacuation practices. They understand the importance of good personal hygiene and this is fully supported through the use of signs, posters and hand-washing songs. Impressive arrangements for the provision of food ensures children of all ages are actively involved in planning menus and helping make meals. They also help to grow vegetables and fruit in the garden, which they then either eat or take home with them, and this helps their understanding of where food comes from. Children are fully involved in recycling and this teaches them about

sustainability.

Children enjoy a wide range of outings and experiences in the local community as the childminder accesses a wide number of groups and places of interest. For example, children often visit local woods and enjoy activities, such as, making dens and looking for wildlife. The childminder plans with each child in mind so that children who attend on a limited basis receive different experiences each week. Photographs and records show that children engage in a vast amount of physical, creative and messy play activities and have excellent opportunities to socialise with others. Children learn to value others through practical activities and discussion. Through the use of inspiring stories, children learn how hurtful it is to be excluded and how to ensure this does not happen. The childminder has an excellent range of positive resources that children handle and use from the earliest age. Children are starting to learn to sign and see signs displayed to help them. The childminder has a wealth of resources available to help all children, including translation tools to support those at the early stage of learning English. This ensures she provides a fully inclusive and welcoming environment where all children make excellent progress and no children are disadvantaged.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----