

Inspection report for early years provision

Unique reference number	162005
Inspection date	14/03/2011
Inspector	Carol Cox
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 registered in 2001. She lives with her partner and teenaged son in Bridgwater, Somerset. The whole house is registered for childminding, there is a fully enclosed, paved garden to the rear for outside play.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight of whom three may be in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register and may offer care to older children. She is currently caring for five children in the early years age group at different times during the week. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly skilled at providing excellent care for children who make very good progress in relation to their starting points. She has a well informed knowledge of how children learn and develop, this is significantly enhanced by the effective relationships she builds with parents to identify and meet the needs of each child. She has made a thoughtful evaluation of her practice and ensures continuing improvement through her commitment to on-going professional development. Since her last inspection she has very enthusiastically embraced the Early Years Foundation Stage and successfully meets the care, learning and development needs of each and every child in her care.

What steps need to be taken to improve provision further?

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

- practice fire drills with all minded children

The effectiveness of leadership and management of the early years provision

The childminder ensures that children are effectively safeguarded through her very good knowledge of child protection issues and her regular attendance at safeguarding training. She shares her robust safeguarding policy in writing with parents to make sure they understand her responsibilities in protecting children. There are rigorous procedures in place to make sure children are protected from unvetted people, such as the careful documentation and identification of those adults allowed to collect children from her care. She identifies visitors to her home and has obtained a Criminal Records Bureau check for her son. Children are further

protected by the detailed risk assessments she carries out of all aspects of her provision. For example, she has made arrangements with two local childminders to provide emergency care for children if needed. Children and parents know these people and are fully informed and sign their consent.

There is an abundance of interesting and stimulating toys and resources made easily available to children. These are carefully managed to reflect each child's interests and promote their learning and development. Children are valued as individuals and learn to respect and enjoy differences. For example, when caring for a baby the childminder helps older toddlers learn about physical differences and development. For example, explaining that although a toddler can walk she is not yet strong enough to walk all the way to the park. They observe and discuss the people they meet on their regular trips in the local community. The childminder gets to know families well and responds flexibly to their changing needs. For example, she regularly sends text photos to parents who work and are unable to collect their children. The childminder is exceptionally well organised and structures her practice with reference to the Early Years Foundation Stage framework. All policies and procedures are given in writing to parents. She is aware of the benefits of working in partnership with other services and has experience of liaising with key persons at a local pre-school to act as a link with a child's family. The childminder has made a thoughtful evaluation of her practice and has identified areas for future development. For example, she has noted the need to enhance her garden to provide further outside play space. She has recently attended Forest School training and plans to implement some of the activities learned there. The childminder has a clear vision of how she wishes to continue to provide excellent care for children and details this in a statement of intent in her portfolio shared with parents. Children flourish in her warm and friendly care and benefit from her thorough organisation and refreshingly enthusiastic approach to life and learning.

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

Children are carefully nurtured and make excellent progress. The childminder has a deep and well informed understanding of how children learn. She provides a wonderful range of activities and learning opportunities to cover all areas. She observes children closely and identifies their interests. Through careful documentation children's progress towards the early learning goals is meticulously recorded. She identifies each child's next learning needs and promotes their progress through planned activities and their freely chosen play. For example, when playing with dough a young child counts to five, compares sizes, names colours and practises tossing the dough balls in a pan. She learns to shape dough and starts to use scissors to cut. All the time the child's speech and language development is promoted through the childminder's skilled interventions offering extended vocabulary. The child listens carefully and uses some of her new words when commenting that Bob is 'too big' to fit in the truck! She sings to herself as she plays and 'cuts' the childminder's hair with the play scissors! The childminder maintains beautiful records of each child's achievements, illustrating them with

photographs and examples of their work. She carefully annotates each observation and tracks their progress in each area of learning. These records are shared with parents who express their delight. Children are eager learners, curious about the world and confident and excited to try new activities. They develop excellent skills to support their future learning.

The childminder promotes children's health and well being through scrupulous hygiene routines. She provides nutritious snacks and drinks such as raisins and breadsticks. She is happy for parents to provide food and stores their own food safely in clearly labelled containers in her fridge. Thus, she ensures that children are protected from cross contamination or allergic reactions. There are robust procedures in place should children need medication and the childminder seeks training and parental guidance for any specific health needs. She implements stringent procedures in place in case of accident and emergency and is vigilant in ensuring her first aid qualifications are current. Children respond very positively to meeting new people, showing a great confidence in the childminder's care and support. The childminder helps children become aware of keeping themselves safe when out on their daily trips or enjoying a ride on the train. She practises the fire drill with most children. They learn about keeping themselves clean through everyday routines which the childminder makes fun. Children are confident and settled and enjoy their fun and play with the very attentive childminder. Parents are very grateful for the superb care enjoyed by their children and make sure she is available to care for successive siblings. The childminder's comprehensive knowledge and obvious joy in sharing learning with the children ensures their excellent progress.

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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